

June 26, 2019

Commissioner Rebecca Lucero
Director of Settlement Compliance Beth Commers
Minnesota Department of Human Rights
625 Robert Street North
St. Paul, MN 55155

Re: Osseo Area Schools Semi-Annual Report on Collaboration Agreement

Dear Ms. Lucero and Ms. Commers:

Please accept this letter and the attached documentation as the Osseo Area Schools' ("District's") semi-annual report on the collaboration agreement reached with the Minnesota Department of Human Rights ("Department").

Introduction

Since last reporting to the Department on December of 2018, the District has continued to implement its strategic plan which includes: efforts to employ culturally responsive instruction; training employees in identification and response to the influence of race and culture on learning; training employees in alternatives to traditional discipline; engaging community members and developing a more racially diverse work force. The District has completed a "1.0 version" of equity training for all employees and is in the process of developing a "1.5 version" for all staff to complete during the 2019-20 school year. The District has also regularly conducted in-service training for building leaders addressing discipline disparities and potential alternative behavior intervention methods.

Documentation of Compliance

As you are aware, in its agreement with the Department, the District committed to continuing its priority work in order to meet the more transformational equity-based goals of the District and address the specific discipline disparity concerns of the Department. What follows is documentation of these efforts and the District's discipline data for the second reporting period under the collaboration agreement.

- 1. Efforts to comply with the provisions of the Agreement and to implement its Plan, including (a) intended outcomes for its Plan; (b) specific steps the District took to implement the strategies identified in its Plan; (c) metrics the District developed to*

measure the effectiveness of the strategies identified in its Plan; and (d) any changes implemented by the District in light of results in the reporting period. (Paragraphs 1, 3 & 4 from collaboration agreement).

Response: The District has continued to implement its Priority Result Work which includes, but is not limited to: (1) use of culturally responsive positive behavioral interventions and supports (PBIS) (including efforts to implement trauma informed and restorative practices); (2) integration of Pre-K programming with K-12 programming; (3) encouragement of family engagement; (4) use of culturally responsive instructional strategies; (5) implementation of best practices for multilingual learners; and (6) recruitment and retention of a diverse work force better reflecting District demographics. Each Priority Team Charter identifies (a) an outcome or "result statement" for each group; and (b)/(c) the steps or "goals" and "metrics" each group established to reach their priority result. (See Attachment A -- Priority Result Team Charters). In addition, the District has continued to provide ongoing training of district/building administration and staff to identify and address inequities in student discipline and to utilize effective preemptive or alternative approaches to more traditional disciplinary techniques (e.g. suspension). (See Attachment B – Training Agenda). Finally, the District has provided the results of its parent/staff/student surveys which are conducted on a regular basis to obtain qualitative data related to the implementation of its strategic plan and priority work. (See Attachment C – Parent/Staff/Student Surveys).¹

2. *Aggregate de-identified suspension and expulsion data from reporting period. (Paragraphs 3 & 5 from collaboration agreement).*

Response: (See Attachment D -- Out of School Suspensions and Suspension Days for 2018-19 as of 11/30/18).

If you require clarification related to any of the data provided please contact my office.
Thank you.

Sincerely,



Tim Palmatier
General Counsel

¹ The survey data provided is also responsive to the agreed to provisions in Paragraph 1 of the collaboration agreement. The District surveys students and staff on an annual basis and parents on a semi-annual basis. As a result, parent surveys are not available for the current reporting period.

Attachment A

Priority Result Team Charter

2019 Strategic Plan Review

OSSEO AREA SCHOOLS

ISD  279

Summary of Progress

Strategy

We will create transformational system change to ensure equitable student achievement.

Priority result

All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

Background

This is the 7th year of this strategic priority result and implementation has shown that an important supportive relationship exists between positive school culture and individual student success.

Positive Behavioral Interventions and Supports (PBIS) is an implementation framework that is designed to enhance academic and behavioral outcomes for all students by emphasizing the use of data to make effective decisions regarding academic and behavioral practices in the schools.

The PBIS framework is designed around a continuum of support for students indicated by tiers:

Tier I—school-wide practices that support all students. This includes schools identifying 3-5 positively stated behavioral expectations, teaching all students about these expectations and developing a system for acknowledging when students are doing well with these expectations along with monitoring data to refine practices.

Tier II—small group practices intended to re-teach and support students who need more instruction or time to learn. This includes social skills groups and/or academic intervention groups.

Tier III—individual support for students who require more intensive supports in order to be successful in school. This includes explicit social skills instruction and function-based behavior intervention and supports.

- Extensive research supports the following statements: PBIS is effective for reducing antisocial behavior along with improving perceptions of school safety (Horner, Sugai, & Anderson, 2010; Sawka-Miller & Miller, 2007).
- Successful implementation of PBIS is associated with decreases in administrator and teacher time spent on student discipline, and large increases in time spent on instruction (Reinke, Herman, & Tucker, 2006).

- Implementation of Tier 1 universal interventions is promisingly associated with increased academic outcomes (Horner et al., 2010).
- At-risk and high-risk youth benefit the most from exposure to PBIS (Bradshaw, Waasdorp, & Leaf, 2015).
- Universal PBIS led to decreases in office discipline referrals and positive school climate (Horner et al., 2009).

Accomplishments

- All sites administered the Tiered Fidelity Inventory (TFI) to assess progress on PBIS implementation. In between each administration sites developed action plans that targeted areas found to need improvement as revealed through the TFI data.
- PBIS leadership meetings also targeted increasing the knowledge and skills of team members to understand strategies that promote trauma-sensitive schools. Members were provided data and research on the impact that trauma has on a large portion of our student body population.
- PBIS leadership meetings also focused on the district's priority work of the implementation of restorative practices. Team members had hands-on practice facilitating conferencing to repair harm as well as understanding the difference between retributive and restorative discipline.
- Crest View Elementary was selected as a pilot site in partnership with EMO-MN to measure the impact of a school focused on restorative practices. Data will be measured through results of the student and staff engagement survey. Results will be available later in the spring.
- 2018 summer trainings were offered district-wide to continue both licensed and non-licensed staff access to the training and philosophy of restorative practices.

Impact

| Year | # of Suspensions - ALL | # of Suspensions - Black | Total # of Students |
|-------------|-------------------------------|---------------------------------|----------------------------|
| 2013-2014 | 1,334 | 1,048 | 20,106 |
| 2014-2015 | 848 | 601 | 19,960 |
| 2015-2016 | 1,124 | 862 | 19,884 |
| 2016-2017 | 1,308 | 1,019 | 20,449 |
| 2017-2018 | 1389 | 1,013 | 20,800 |
| 2018-2019 | 793 (to date) | 540 (to date) | 21,062 (to date) |

The data seem to be on track to be consistent with the past two school years, which would suggest that our number of total suspensions and the number of black suspensions would remain the same for the 2018-2019 school year. One important thing to note is that the district's overall enrollment has increased by approximately 5.5% (1,178 students) since 2015-2016. While the number of suspensions slightly increased since 2016-2017, we are actually seeing a slight decrease when factoring in the increase in enrollment.

TFI data indicate that sites are on track to implement Tier II supports for students and shows a significant increase in Tier II practices. As seen below, the fidelity measures for implementing PBIS Tier II increased this year in almost every area. For example, Tier II teams implemented multiple ongoing support behavior support interventions with documented evidence of effectiveness matched to student need with 44% fidelity last year. That fidelity measure increased to 72% this year. Other fidelity measures are below.

TFI Tier II Results

17-18 18-19

| Teams | | | |
|----------------------|---|-----|-----|
| | 1. Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs. | 83% | 91% |
| | 2. Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. | 67% | 83% |
| | 3. Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/family/student nominations) to identify students who require Tier II supports. | 67% | 76% |
| | 4. Request for Assistance: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students. | 44% | 67% |
| Interventions | | | |
| | 5. Options for Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need. | 44% | 72% |
| | 6. Tier II Critical Features: Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report). | 44% | 72% |
| | 7. Practices Matched to Student Need: A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level). | 50% | 72% |
| | 8. Access to Tier I Supports: Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports. | 67% | 83% |
| | 9. Professional Development: A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place. | 33% | 65% |
| Evaluation | | | |
| | 10. Level of Use: Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate. | 28% | 57% |
| | 11. Student Performance Data: Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification. | 33% | 65% |
| | 12. Fidelity Data: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice. | 17% | 50% |
| | 13. Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership. | 33% | 63% |

Recommendations

- ▶ Continue with the priority result as written.
- ▶ Consider modification to Board Policy 506 related to state mandates on PBIS.
- ▶ Consider a strong emphasis monthly on PBIS implementation and supports and disproportionality at Learning Leader meetings.

Team members:

| | |
|--------------------|--------------------|
| Robert Alm | OALC |
| Maria Anderson | Zanewood |
| Aaron Barnes | MDE |
| Alex Berg | North View Middle |
| Kim Berling | Park Center Senior |
| Kelly Booth | Crest View |
| Janet Christensen | MDE |
| Keisha Davis | Birch Grove |
| Gretchen Dullinger | ECFE |
| Troy Dvorak | Palmer Lake |
| Kate Emmons | ESC |
| Betsy Fine | Weaver Lake |
| Amy Fouquette | Fernbrook |
| Cedric Fuller | Maple Grove Middle |
| Eric Hansen | ECFE |
| Danny Hernandez | Maple Grove Senior |
| Becky Hespen | EMO |
| Rebecca Jackson | MDE |
| Ronnie King | Osseo Senior |

| | |
|-------------------|--------------------|
| Alana Kirk | Elm Creek |
| Eric Kloos | MDE |
| Gwen Krutzig | Rush Creek |
| Janell Leisen | Maple Grove Senior |
| Jill Lesné | ESC |
| Shannon Lund | Enrollment Center |
| Rachel Lund | Garden City |
| Alex Migambi | MDE |
| Crista Murphy | ECSE |
| Julie Nelson | Brooklyn Middle |
| Dan Nelson | Park Brook |
| Beth Ness | Elm Creek |
| Barb Nyhammer | ECSE |
| Stacy Olstadt | Brooklyn Middle |
| Tim Palmatier | ESC |
| Amy Paton | Basswood |
| Michelle Peterson | Osseo Senior |
| Laura Ringen | Osseo Middle |

| | |
|-----------------|--------------|
| Leona Santillan | Cedar Island |
| Noah Sims | ESC |
| Alia Sutor | Edinbrook |
| Brian Thul | Fair Oaks |
| Brenda Tollas | Woodland |
| Melissa Uecker | Elm Creek |

| | |
|-------------------|------------------------|
| Sara Vernig | ESC |
| Beth Vos | Osseo Education Center |
| Alex Wallner | Rice Lake |
| Dave Warner | Oak View |
| Stephanie Webster | Oak View |
| Kelly Wilson | EMO |
| Jeff Zastrow | Fernbrook |

Submitted by: Kate Emmons, Jill Lesné, Tim Palmatier, Sara Vernig **Date:** April 1, 2019

2019 Strategic Plan Review

Summary of Progress

Strategy

We will create transformational system change to ensure equitable student achievement.

Priority result

At every elementary site, student outcomes and measurements of achievement will be aligned and Pre-K will be integrated into all school processes.

Background

As a part of the district's effort to ensure equitable achievement, Pre-K education has been expanding over the past several years in a variety of formats. During the 2018-2019 school year, Pre-K programming has continued to be offered at all 18 of our elementary and early learning sites. Programs offered include: Early Childhood and Family Education (EC & FE), 4 Star Express, Voluntary Pre-K, and Title 1 Pre-K. Funding for these programs comes from multiple sources of revenue and varies by each program.

This is the fifth year that Pre-K has been a part of the priority work in District 279. Each year has allowed us to continue to work on overall program alignment while still offering choices to families in our community.

Accomplishments

This group met formally multiple time over the course of the year, and was coupled with multiple touch points by ESC staff as well as others in-between as we worked to prioritize and manage our work.

During our group meetings we had rigorous agendas to create alignment and consensus regarding working with all - year-old programs in our district and how each program can align while also being true to its program assets.

Meeting Summary Below:

| Meeting Date: | Overall Topics of Discussion and Focus |
|----------------------|---|
| September 25, 2018 | <ul style="list-style-type: none">• Initial meeting to review Summary of Progress and work goals for the 2018-2019 School year• Prioritize our work based on 2017-2018 recommendations |
| October 8, 2018 | <ul style="list-style-type: none">• Charter development and finalization• Alignment with WBWF Plan• Visual organizer of 4 YO Programs started |

| | |
|---------------------|---|
| November 5, 2018 | <ul style="list-style-type: none"> Met with department of educational equity staff to ensure CLEAR model was focus our work |
| January 14, 2019 | <ul style="list-style-type: none"> Completed VPK Program Review and Pathway II Monitoring Reflection Survey |
| January 18th, 2019 | <ul style="list-style-type: none"> Subgroup met around Administrative oversight and flow chart development |
| February 7th, 2019 | <ul style="list-style-type: none"> Subgroup gathered to look at needs around 4 YO program alignment and oversight. |
| February 13th, 2019 | <ul style="list-style-type: none"> Sub group gathered to look at end of year success criteria for 4 YO's and what next steps would be needed to gather feedback on this recommendation |
| February 14, 2019 | <ul style="list-style-type: none"> Large group gathered to share about sub group work and next steps/needs |
| March 13th, 2019 | <ul style="list-style-type: none"> Small group work updates and Summary of Progress discussion and development |

Impact

We continue to know that students entering Kindergarten have a great variation in school readiness skills and that those gaps often persist and make it difficult for students to achieve grade level proficiency. Research shows that 4-year-old programming is one of the most powerful ways to increase Kindergarten readiness and prevent an achievement gap through early learning access for students.

Through our work this year, the team developed end of year success criteria (based Minnesota Department of Education recommendations) for students who have experienced 4-YO programming to better create alignment to Kindergarten readiness standards. Consistency in practice and evaluation of 4 YO students will improve system-level tracking of the impact of the Pre-K experience as it relates to each student's achievement and progress over the course of their educational experience.

A significant value was our ability to clearly articulate our current reality; depending which 4-year-old program students were enrolled in, they may have had different levels of opportunity and access to programming. The group had an opportunity to examine administrative oversight and create a draft flowchart for system use to better inform our staff and ensure program consistency where applicable.

This team feels passionately that our work is making a difference in our system. We want to continue to empower and provide opportunities to collaborate more and use district wide supports to ensure the quality of programming for each Pre-K student is engaging, but

even more importantly, preparing them for their next educational journey in our system. We are energized to envision a system that allows us to better analyze and compare outcomes and program benefits across our system.

Lastly, this group has evolved over the last few years but continues to have a strong desire to keep student learning and achievement at the center of our work through program alignment and assessment. This collaborative work will allow us to track future successes and impact all while adding coherent and consistent processes and procedures to the overall Pre-K school processes and experience.

Recommendations

We recommend that this priority work remain and evolve for the 2019-2020 school year with the focus on the following priorities:

- **Implement agreed-upon administrative oversight around Pre-K programs, assessment and data.**
 - This will include pulling together administrators to evaluate and discuss this work as well as set goals for implementation and system awareness.
- **Finalize and consistently utilize success criteria to better prepare our Pre-K students for Kindergarten.**
 - Items we want to consider and evaluate:
 - Summer programs that could be implemented
 - Creating consistency for each elementary site vs each doing their own thing.
 - Evaluate potential curriculum guides for Pre-K.
 - Solicit feedback from multiple stakeholders around what was developed this year.
- **Create data systems to monitor academic and social-emotional progress, which inform supports needed for our Pre-K students through grade 3.**

We recommend the following work statement continues: At every elementary site, student outcomes and measurements of achievement are aligned and Pre-K is integrated into all school processes.

Team members:

District Curriculum Coordinator: Robin Gunsolus

District Leadership: Patrick Smith

Director of Research, Assessment and Accountability/Title 1: Angela Freese

Community Education Leadership: Carrie Cabe

ECFE: Gretchen Dullinger, Sally Nault-Maurer, Lisa Helgestad

ECSE: Kandy Larson

Submitted by: Carrie Cabe, Patrick Smith, and Angela Freese **Date:** 3/18/19

Strategy

We will engage students and families as partners to achieve our mission and strategic objectives.

Priority result

A systemwide plan will be developed to engage and empower families to support their student(s).

Background

Emerging research indicates schools which are able to effectively engage and empower families are able to increase results connected to these members. Recent efforts to gain input from families regarding achievement and integration plan, Reimagine Minnesota, community forums, and individualized site efforts have helped build trust and positive relationships.

This is the fourth year of this priority result. After year two it was recommended to create an Office of Family Engagement in order to ensure there is oversight and emphasis throughout the system for family engagement work and to give specific emphasis for our sites with high numbers of EL students and families with an allocation of financial resources to make this happen.

The financial resources were not approved through our normal budget process so the focus for year three's priority result work was to determine the most appropriate way to embed this work in our current system plans.

Year 3 focused on determining Family engagement models to recommend.

Year 4 focused on delivering these models to system leaders for implementation.

Accomplishments

Year One (2015-16)- Sent staff to engagement trainings

- 16 staff attended a two-day training with the International Association of Public Participation (IAPP)

- 5 staff attended a single day training with the MN Department of Education which has family engagement models based on the work of Joyce Epstein

Year Two (2016-17)- Literature Review

- International Association of Public Participation
- Joyce Epstein's "Six Types of Family Involvement"
- Center for Disease Control and Prevention Parent Engagement
- Every Student Succeeds Act Parent Involvement
- MN state statute 124D.8955 Parent and Family Involvement Policy
- Tara J. Yasso Cultural Wealth Model

Year Two (2016-17)- Synopsis of current individualized efforts of school sites

- Student Voice with REAL Talk/Brooklyn's Youth Council
- Culture/Language Tables
- Bi-Lingual Assistants/EL ESP/Cultural Liaisons at high number ELL sites
- Community Forum on Race and other community gatherings
- PTO's and other individualized site efforts

Year Three (2017-18)

- System Leaders trained in Technology of Participation Methodology
- Reimagine Minnesota efforts

Year Four (2018-2019)

- Selection of two models to recommend for systemic implementation
 - Joyce Epstein's "Six Types of Family Involvement"
 - Tara J. Yasso "Cultural Wealth Model"
- Delivery of models to Learning Leaders
 - February LL meeting focusing on teaching the models
- April LL meeting having leaders give examples of where they are currently implementing the models and crafting draft goals for their Site/Department Improvement plans for next school year

Impact

The outcome of our work is we have settled on a recommendation that we believe can be systemized and coordinated in order to have families engaged and empowered to support their student's success and better inform our work. This work is in alignment with Board Policy 101 Racial Equity in Educational Achievement. The Family and Community Engagement and Empowerment section of the policy states each school and program will seek community input and create a welcoming culture and inclusive environment that reflects and supports the racial and cultural diversity of the school's student populations, their families, and communities.

Recommendations

Our recommendation is this priority result be taken off next year's strategic plan as it will be implemented into our Site and Department Improvement Plans.

Team members: Sharla Foster, Steve Schwartz, Brian Siverson-Hall, and Sara Vernig

Submitted by: Brian Siverson-Hall and Sara Vernig

Date: April 9, 2019

2019 Strategic Plan Review

OSSEO AREA SCHOOLS

ISD  279

Summary of Progress

Strategy

We will create transformational system change to ensure equitable student achievement.

Priority result

Middle schools will continue to engage in site-specific, ongoing assessment for program improvement focused on the 16 characteristics** of effective middle schools as defined by the Association for Middle Level Education (AMLE).

****Please note:** The 16 characteristics of effective middle schools can be found at the end of this document.

Background

In the spring of 2013, the Minnesota legislature approved funding for all-day kindergarten for all school districts beginning the 2014-15 school year. As a result, our district needed approximately 18 additional classrooms. The School Board gave administration permission to look at space across the entire school district before considering a specific recommendation. Staff and community feedback was gathered regarding a proposal to gain the additional kindergarten space by reconfiguring our current grade spans and adding and/or repurposing space. After an analysis of the feedback and also an analysis of benefits and challenges, a change in grade spans was approved by the School Board in March 2014.

With that, the formal work around the grade configuration project began, with the end goal being that in 2015-16 the grade spans for the district would become Pre-K/K-5, 6-8, and 9-12. This change in grade configuration allowed for the transformation of four junior highs to four middle schools in our system. The middle school environment would provide an opportunity to better meet the adolescent developmental needs of students 6th through 8th grade through interdisciplinary teaming, advisory, differentiated instruction, and out-of-school time programming.

The 2016-17 school year marked the second year of implementation of the middle school model. In order to evaluate and improve programming efforts and to ensure fidelity of implementation, the School Improvement Assessment (SIA) from the Association for Middle Level Education (AMLE) was given to all middle level staff in the summer of 2016.

In 2017-2018, the School Improvement Assessment (SIA) was administered for the second consecutive year. Results were compiled and carefully analyzed both at the district and site levels. These results were compared to the previous year's results and action plans were developed by site teams for site-specific, ongoing program improvement.

Similarly, in 2018-19, the School Improvement Assessment (SIA) was administered for the third consecutive year. The results were once again compiled and analyzed at both the district and site levels, with a comparison being conducted with the previous year's results. Action plans were designed by site teams for site-specific, ongoing program improvement.

When we began this work, our intent was to administer the School Improvement Assessment (SIA) at each middle school for three consecutive years. This current school year marks our third consecutive year. Following our original plan, we will not administer the assessment again until 2021-22.

Accomplishments

Data garnered from the School Improvement Assessment (SIA), developed by the Association for Middle Level Education (AMLE), was used to assess middle school practices at each of our 4 middle schools; data included: information on each of the 16 characteristics of effective middle schools (as determined by AMLE), interdisciplinary teaming, advisory, differentiated instruction, and out-of-school time programming. The data was then used to develop school improvement and site-level professional development plans. Below is a summary of this year's, along with the previous two year's, assessment result (**blue** indicates high level of implementation, **orange** indicates moderate level of implementation, and **red** indicates little or no implementation {we did not have any red areas}; scores range from 1.00 {lowest} - 7.0 {highest}).

blue = 5.60-7.00

orange = 3.60-5.59

red = 1.00-3.59

AREA ONE: Curriculum, Instruction, Assessment - Summary Scores

| AREA | 2018 MEAN SCORE | 2017 MEAN SCORE | 2016 MEAN SCORE |
|----------------------------|--------------------|--------------------|--------------------|
| Area Mean Score for Area 1 | 5.57 | 5.55 | 5.40 |
| | | | |
| CHARACTERISTIC | 2018 MEAN SCORE | 2017 MEAN SCORE | 2016 MEAN SCORE |
| Characteristic #1 | 5.98 | 5.93 | 5.78 |
| Characteristic #2 | 5.53 | 5.49 | 5.34 |
| Characteristic #3 | 5.43 | 5.45 | 5.31 |
| Characteristic #4 | 5.68 | 5.72 | 5.50 |
| Characteristic #5 | 5.34 | 5.26 | 5.15 |

AREA TWO: Leadership and Organization - Summary Scores

| AREA | 2018 MEAN SCORE | 2017 MEAN SCORE | 2016 MEAN SCORE |
|------|--------------------|--------------------|--------------------|
|------|--------------------|--------------------|--------------------|

| Area Mean Score for Area 2 | 5.60 | 5.54 | 5.22 |
|---|--------------------|--------------------|--------------------|
| | | | |
| CHARACTERISTIC | 2018 MEAN SCORE | 2017 MEAN SCORE | 2016 MEAN SCORE |
| Characteristic #6 | 5.71 | 5.59 | 5.24 |
| Characteristic #7 | 5.77 | 5.71 | 5.36 |
| Characteristic #8 | 5.46 | 5.28 | 4.97 |
| Characteristic #9 | 5.81 | 5.76 | 5.39 |
| Characteristic #10 | 5.38 | 5.47 | 5.20 |
| | | | |
| AREA THREE: Culture and Community Summary Scores | | | |
| AREA | 2018 MEAN SCORE | 2017 MEAN SCORE | 2016 MEAN SCORE |
| Area Mean Score for Area 3 | 5.48 | 5.38 | 5.12 |
| | | | |
| CHARACTERISTIC | 2018 MEAN SCORE | 2017 MEAN SCORE | 2016 MEAN SCORE |
| Characteristic #11 | 5.62 | 5.46 | 5.31 |
| Characteristic #12 | 5.58 | 5.55 | 5.25 |
| Characteristic #13 | 5.94 | 5.92 | 5.58 |
| Characteristic #14 | 5.15 | 5.06 | 4.77 |
| Characteristic #15 | 5.55 | 5.44 | 5.27 |
| Characteristic #16 | 4.95 | 4.76 | 4.42 |

In order to honor our core value of better decisions emerge when diverse perspective are intentionally included in a collaborative process, site teams were organized to strategically include multiple stakeholders from each site and from the district level.

Activities completed:

Our priority work team met three times this year. Each of our meetings had, as its specific focus, action planning time around interdisciplinary teaming, advisory, differentiated instruction, and out-of-school time programing. Each meeting was 75 minutes in length, and sites also had required site work to complete in between the formal meetings.

Moreover, there were additional planning meetings that occurred with ESC staff to guide and navigate the work.

| Deliverables/Activities of our work | Approximate Due Date |
|--|-----------------------------|
| The Association for Middle Level Education School Improvement Assessment (AMLE-SIA) was completed by staff at each of the four middle schools | September 2018 |
| School reports generated from the School Improvement Assessment (SIA) were shared with leadership teams from each of the four middle schools to determine strengths, areas for celebration, and areas for refinement | October 2018 |
| Sites developed action plans to address assessment areas with mean scores indicating there was <i>moderate</i> implementation | October 2018 - March 2019 |
| Winter professional development was planned to strengthen areas of middle school practice as determined by the assessment | February 2019 |
| Summary of Progress form (SoP) and presentation for board work session was completed | April 2019 - May 2019 |
| Site action planning steps implemented at all middle school sites | September 2018 - June 2019 |
| Site-based workshops will be created to meet the needs of specific school sites and/or programs | Summer 2019 |

Impact

Through the use of the AMLE-SIA, each site identified implementation gaps for each of the three areas within the SIA:

- curriculum, instruction, and assessment (characteristics 1, 2, 3, 4, 5);
- leadership and organization (characteristics 6, 7, 8, 9, 10); and,
- culture and community (characteristics 11, 12, 13, 14, 15, 16).

Sites were then required to develop action plans around the identified gaps and to pinpoint ways in which they would incorporate their site results into their staff training and daily operations.

Staff voice was intentionally sought: 1. to validate assessment results, and 2. to add additional perspectives that will guide our future work.

Recommendation

We recommend sunsetting this priority work team. We will continue to work closely with the principals to ensure that our middle level delivery model is being implemented with fidelity and that differentiated instruction, interdisciplinary teaming, advisory, and out-of-school time programming remain the foundational pieces of our middle level schools.

Team members: **BMS:** Kim Monette, Megan Havelak, Liz Johnson, Brianna Barhorst, Beth Cashma; **MGMS:** Lisa Hartman, Sara Looby, Mike Herdan, Caleb Willis, Jody Kinneberg; **NVMS:** Diana Bledsoe, Alex Berg, Kelly Armstrong, Wahlied Hassan, Thomas McLaughlin; **OMS:** Brian Chance, Laura Ringen, Wendy Hvidsten, Joel Vagle, Michelle Krelic; **ESC Staff:** Jill Kind, Godfrey Edaferierhi, June Mattson, Kari Vollrath, Shelly Drake and Jenny Tollefson

Submitted by: Kelli Parpart and Jeremy Willey

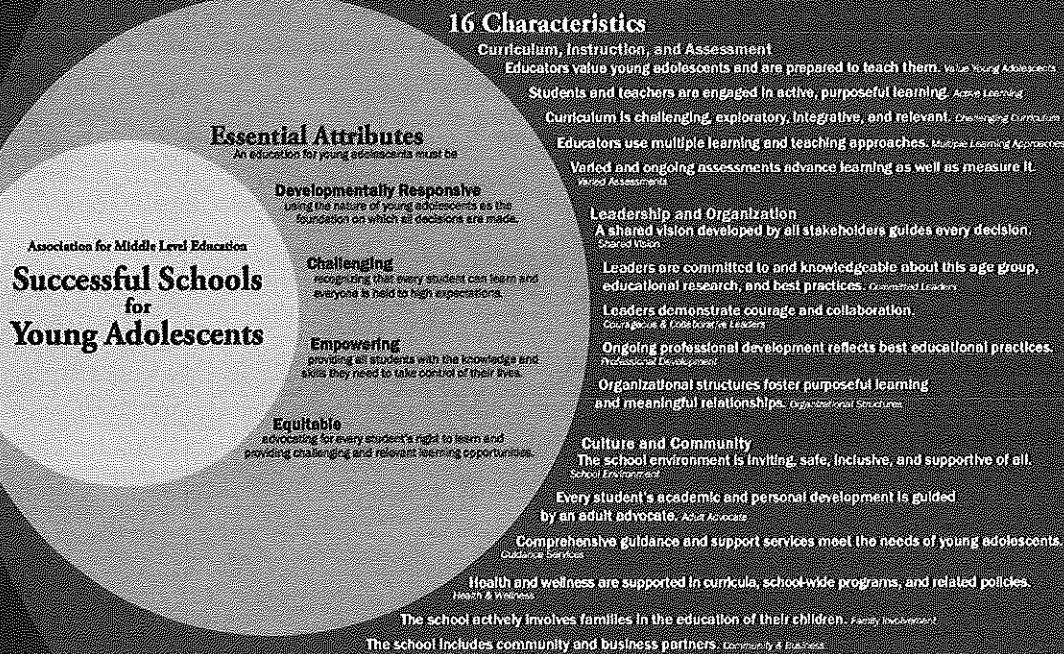
Date: April 26, 2019

This We Believe

Keys to Educating Young Adolescents



Association for Middle Level Education
formerly National Middle School Principals' Association



This chart is based on *This We Believe: Keys to Educating Young Adolescents* (AMLE 2010). For more information visit us at: www.amle.org

2019 Strategic Plan Review

OSSEO AREA SCHOOLS

ISD  279

Summary of Progress

Strategy

We will create transformational system change to ensure equitable student achievement.

Priority result

All sites will engage in the use of culturally responsive instructional strategies.

Background

This work is important because it places students squarely at the center of their learning. In Osseo Area Schools, we have a strategy to create transformational system change to ensure equitable student achievement, yet we still have racially predictable student achievement outcomes. This work is also important because we have a core value in Osseo Area Schools that everyone benefits when cultural differences are acknowledged and understood.

School Board Policy 101 - Racial Equity in Educational Achievement declared that all students deserve respectful learning environments in which the student's racial and ethnic identity is valued and contributes to successful academic outcomes for all students. A key strategy to accomplish this goal is to ensure culturally responsive pedagogy. Culturally responsive means learning from and relating respectfully with people from one's own and other cultures. The training outlined below and provided during the 2018-19 school year specifically provides teachers the opportunity to improve instructional practice.

Accomplishments

1. Collaboration occurred between the Department of Curriculum, Instruction & Educational Standards (CIES), Department of Educational Equity (DOEE), Student Services (SS), and Research, Assessment & Accountability (RAA)
 - Professional development was provided as a component of our system staff development days (November, February, April);
 - Professional development provided for sites occurred monthly which involved cross departmental collaboration; &
 - System Leader Professional Development through Secondary and Elementary Learning Leader meetings
2. Culturally Responsive Pedagogy training was offered using the CLEAR Model (CLEAR = Cultural, Learning, Equitable, Achievement, Responsive); Learning Leaders received on-going training at Learning Leader meetings through co-facilitation amongst DOEE, CIES, RAA, and SS staff on identified topics using the CLEAR model and CLEAR Solutions Framework to guide learning;

- CLEAR model lesson planning occurred at the site level; &
 - Use of CLEAR Solutions Framework took place at the site level
3. National Urban Alliance (NUA)/CLEAR Professional Development
- **Cohorts** – Four differentiated support sites experienced 8 full-day professional development sessions connected to culturally responsive instructional strategy teaching, modeling, coaching, and observations
 - **Mediators** - 50 teacher leaders experienced 4 full-day trainings connected to instructional leadership. Teacher leaders learned to exhibit their instructional leadership by sustaining the successes of improved school climate through the use of CLEAR and the NUA High Operational Practices and philosophies outlined in the *"Pedagogy of Confidence"* by Dr. Yvette Jackson
 - **Leadership Development** – Learning Leaders received professional development designed to increase leaders' level of expertise with NUA High Operational Practices
 - **Summer Institute** – Teachers and leaders will have an opportunity to engage in new and/or continued learning around the High Operational Practices that they can utilize in classrooms with students to maximize engagement and student learning
4. Developed curriculum and implemented into every 2nd grade classroom (Indian Education)

Impact

Teachers were provided with opportunities to plan and apply the CLEAR Model and the CLEAR Solutions Framework to their instructional practices during professional learning;

- Increased access to rigorous learning experiences for students of color and American Indian;
- Provided differentiated support for identified sites through the utilization of the NUA/CLEAR Cohort program to directly impact instructional practice and improve student learning; &
- Support system for continued learning for staff on the High Operational Practices (HOPs) to improve culturally responsive instruction that supported High Intellectual Practices (HIPs)

Recommendations

In order to achieve priority results in upcoming years, we would recommend that we maintain priority result as written and:

- Continue to provide ongoing professional learning experiences that build capacity for staff members
- Continue to systematically implement culturally responsive pedagogy

Team members: Jeremy Willey, Rev Hillstrom, Jill Lesne, Patrick Smith

Submitted by: Jeremy Willey, Rev Hillstrom, Jill Lesne, Patrick Smith **Date:** May 2, 2019

2019 Strategic Plan Review

OSSEO AREA SCHOOLS

ISD  279

Summary of Progress

Strategy

We will create transformational system change to ensure equitable student achievement.

Priority result

All sites will implement best practices for multilingual learners (English learners).

Background

Through department- and system-level conversations, we found data indicating deficiencies in our system around current EL programming. These conversations connected to previously identified priority work on culturally responsive practices and their impact on the achievement and growth of students in the EL program. Based on this information we recommended the specific language above be included in a priority result.

Additionally, students in the Osseo Area Schools' EL program have been outperforming their peers across the state on English Language Proficiency assessments (ACCESS for ELLs 2.0). However, they continue to underperform on grade-level standardized assessments (MCAs) in comparison to their EL peers across the state. This suggests a need for greater collaboration between the EL program and core content programming, as well as a need to differentiate more effectively in non-EL classes.

Accomplishments

The information below represents the focus of our conversations, data collection, the implementation of our work plan, and reflection over the course of the school year thus far:

| Deliverable | Approximate Date of Completion |
|--|---------------------------------------|
| Provide language support for multilingual families through hiring additional Bilingual Assistants. | August 2018 |
| Make recommendations for native language programming, specifically dual language immersion. | June 2019 |
| Raise consciousness around language acquisition and translanguaging. | June 2019 |

| | |
|--|-----------|
| Research and develop professional development around multilingual (English learner) academic language development. | June 2019 |
| Pilot accountability measures using CLEAR Model/CLEAR Solutions Framework to monitor fidelity and impact of best practices implementation. | June 2019 |
| Pilot E3 tools (ESAT, EIT, EET) with secondary EL teachers and the ELM Project with elementary teachers to inform instructional practices. | June 2019 |
| Complete a needs assessment that includes data related to language and content proficiency and growth as well as perception data. | June 2019 |
| Make recommendations for designing a best practice staffing model for the EL Program. | June 2019 |

Impact

We have heightened consciousness for system leaders around this work, and further developed consciousness across site- and district-level stakeholders. This has occurred by sharing information on services and programs we are currently using as well as suggesting components that could be further enhanced.

Examples of this impact include:

- Strengthening the partnership between home and school for our Vietnamese and Somali students and families by adding two new Bilingual Assistant positions.
- Presenting customized professional development on differentiated instruction for multilingual learners based on site- and district-level needs. These trainings have included elementary sessions to support academic discourse via the new math curriculum, *Bridges*, and elementary and secondary sessions on developing academic language in each classroom and leveraging student assets.
- Piloting E3 tools with secondary EL and native speakers teachers. Preliminary data show our students scoring at the 'developing' level of experience in five competency areas for 21st century skills. Targeted lessons are addressing the further development of these skills.
- Implementing ELM cohorts at six elementary schools (BW, CV, EC, FB, GC, and OAK). This has resulted in the creation of nine ELM Coaches and more than 40 ELM Teachers, thus magnifying positive impact on students.
- Recommending additional district-level EL staffing, which has led to the addition of one EL Staff Development/Assessment Specialist position for the 2019-20 school year to support teams and teachers across the system.

Recommendations

The team strongly advocates for this priority work to continue. Based on a current assessment of our system-level understanding and needs, we recommend the following steps:

- Continue implementation of previously identified instructional best practices for multilingual learners, including our partnerships with:
 - E3: Education, Excellence and Equity (activates student self-identification of 21st century skills and transforms how educators perceive and engage each of their students); and
 - The ELM Project through Hamline: English Learners in the Mainstream (addresses the needs of English learners in the K-12 school system through intentional training of classroom and specialist teachers).
- Continue *Cultivating Practices to Support Language Learner Success* and *CLIMBS - Content and Language Integration as a Means of Bridging Success* - professional development cohorts for teachers and educational support professionals to foster academic language development for all students
- Expand Hmong and Spanish for Native Speakers courses into the middle level and explore adding immersion programs at the elementary level in coordination with the Magnet Schools of America program review/gap analysis this spring.
- Incorporate additional data into our needs analysis specifically through the implementation of student shadowing to learn more about students' lived experiences and impact of instructional practices on achievement.
- Revisit previously recommended district and school-level EL staffing models; make recommendations for adjustments to support evolving programming as needed.
- Explore effective, differentiated support for multilingual family engagement.

Team members: Michelle Munkholm, Kiersten Nicholson, Jesus Ramirez

Submitted by: Rev Hillstrom, Director of Educational Equity

Date: April 1, 2019

Strategy

We will engage students and families as partners to achieve our mission and strategic objectives.

Priority result

A systemwide plan will be developed to engage and empower families to support their student(s).

Background

Emerging research indicates schools which are able to effectively engage and empower families are able to increase results connected to these members. Recent efforts to gain input from families regarding achievement and integration plan, Reimagine Minnesota, community forums, and individualized site efforts have helped build trust and positive relationships.

This is the fourth year of this priority result. After year two it was recommended to create an Office of Family Engagement in order to ensure there is oversight and emphasis throughout the system for family engagement work and to give specific emphasis for our sites with high numbers of EL students and families with an allocation of financial resources to make this happen.

The financial resources were not approved through our normal budget process so the focus for year three's priority result work was to determine the most appropriate way to embed this work in our current system plans.

Year 3 focused on determining family engagement models to recommend.

Year 4 focused on delivering these models to system leaders for implementation.

Accomplishments

Year One (2015-16)- Sent staff to engagement trainings

- 16 staff attended a two-day training with the International Association of Public Participation (IAPP)

- 5 staff attended a single day training with the MN Department of Education which has family engagement models based on the work of Joyce Epstein

Year Two (2016-17)- Literature Review

- International Association of Public Participation

- Joyce Epstein's "Six Types of Family Involvement"
- Center for Disease Control and Prevention Parent Engagement
- Every Student Succeeds Act Parent Involvement
- MN state statute 124D.8955 Parent and Family Involvement Policy
- Tara J. Yasso Cultural Wealth Model

Year Two (2016-17)- Synopsis of current individualized efforts of school sites

- Student Voice with REAL Talk/Brooklyn's Youth Council
- Culture/Language Tables
- Bi-Lingual Assistants/EL ESP/Cultural Liaisons at high number ELL sites
- Community Forum on Race and other community gatherings
- PTO's and other individualized site efforts

Year Three (2017-18)

- System Leaders trained in Technology of Participation Methodology
- Reimagine Minnesota efforts

Year Four (2018-2019)

- Selection of two models to recommend for systemic implementation
 - Joyce Epstein's "Six Types of Family Involvement"
 - Tara J. Yasso "Cultural Wealth Model"
- Delivery of models to Learning Leaders
 - February LL meeting focusing on teaching the models
- April LL meeting having leaders give examples of where they are currently implementing the models and crafting draft goals for their Site/Department Improvement plans for next school year

Impact

The outcome of our work is we have settled on a recommendation that we believe can be systemized and coordinated in order to have families engaged and empowered to support their student's success and better inform our work. This work is in alignment with Board Policy 101 Racial Equity in Educational Achievement. The Family and Community Engagement and Empowerment section of the policy states each school and program will seek community input and create a welcoming culture and inclusive environment that reflects and supports the racial and cultural diversity of the school's student populations, their families, and communities.

Recommendations

Our recommendation is this priority result be taken off next year's strategic plan as it will be implemented into our site and department improvement plans.

Team members: Sharla Foster, Steve Schwartz, Brian Siverson-Hall, and Sara Vernig

Submitted by: Brian Siverson-Hall and Sara Vernig

Date: April 9, 2019

2019 Strategic Plan Review

OSSEO AREA SCHOOLS

ISD  279

Summary of Progress

Strategy

Leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

Priority result

Effective staff recruitment and retention practices build toward a workforce that reflects the demographics of enrolled students.

Background

Human Resources (HR) is in the 6th year of this priority work and have made significant progress towards achieving our goals. The fundamental reason why we continue to recommend this as priority work centers on our belief that recruiting and retaining a workforce that reflects the demographics of enrolled students is essential to close the achievement gap and, ultimately, to achieve our mission.

Evidence indicates employing teachers and staff who reflect our student population from a race and gender perspective results in a positive impact on student achievement, having a significant positive effect on closing the achievement gap. According to the National Collaborative on Diversity in the Teaching Force, in an article entitled, "Assessment of Diversity in America's Teaching Force a Call to Action", students benefit from a diverse workforce in multiple ways, including but not limited to:

1. Increased presence of role models for to which students of color can relate.
2. Opportunity for all students to learn more about racial diversity.
3. Access to cultural brokers who are able not only to help students navigate their school environment and culture, but also to increase the involvement of other teachers and their students' parents.

The report also states, having more teachers of color (and we believe more male teachers) is tied directly to closing the achievement gap. Studies indicate students of color tend to have higher academic, personal, and social performance when taught by teachers and support staff from their own ethnic/racial groups. Culturally competent teachers can also achieve similar gains with students from ethnic groups different from their own. When students are taught with culturally responsive techniques and with content-specific approaches (usually reserved for other program areas e.g. the gifted and talented), academic performance improve significantly.

Over these last six years, we focused on the following areas:

- Intentional, focused and expanded recruitment/advertising;
- Re-engineering of the employment application, candidate screening and hiring process;
- Development of retention strategies that support new and current employees of color; and
- Re-engineer Metrics Framework to fit with new Finance/HR/Payroll System.

Accomplishments

Intentional, focused and expanded recruitment/advertising

- Our recruitment strategies and methodologies have been operationalized and we have continued to increase our capacities in this domain area. We have continued our focus on several strategies in the prior six years; here are a few to note:
 - ***Recruitment during open houses:*** Every year for the past five years, HR provides job announcement fliers to families and community members during our fall open houses, focusing on schools where the demographic of the school population reflects a high volume of students of color. We have been intentional and consistent in encouraging family members who come into a school open house to consider Osseo as an employer of choice.
 - ***Attending job fairs:*** We have attended a variety of job fairs across the Twin Cities including job fairs at North Hennepin Community College, St. Cloud State University, Minnesota Educator Academy, BrookLynk™ job fair and Minnesota Education Job Fair that have a focus on diverse talent
 - ***Metro State teacher panel:*** Our Manager of Recruitment and Retention presented during a panel discussion for future teacher graduates to showcase employment opportunities in our district. The event was attended by HR and Principals.
-
- **New job fairs:** We have researched and identified additional recruitment strategies via job fairs to attract diverse talent. The job fairs have included: Brooklyn Park Farmers Market, Hennepin County Job fairs monthly. In addition, we are exploring the potential of participating in virtual job fairs to recruit new teachers.
 - **Sharing our employee brand:** During the fiscal year we have presented at several Adult Basic Education (ABE) programs to share the district's story, employee brand and hiring opportunities.

- **Targeted grant opportunity:** The Grow Your Own Grant that is available through the Minnesota Department of Education is designed to increase the racial diversity of the teacher workforce in the state of Minnesota. We have successfully begun to utilize the funds from this grant to work to build a student pool of prospective teachers, and after school clubs to encourage students to pursue an occupation in education.
- **New partnership pathways:** We have developed a partnership with St. Cloud State University and North Hennepin Community College to identify multiple career pathways for our staff. The pathway includes facilitating a plan for our current ESPs to become licensed as an Academic Behavior Strategist. This collaboration will allow ESPs the ability to continue to work, and still use their work hours as practicum hours. Under this program, ESPs are not required to take work off to obtain licensure. Link to advertisement video: <https://drive.google.com/open?id=15AiVmc4i25k03-009w5r-mvll7cdzWmR>
- **External recruitment signage:** During the summer months, we have implemented the use of feather banners in many of our school district's buildings. We placed ten banners in heavily populated areas to attract diverse talent. These banners were highly effective in attracting potential applicants and many community members commented on the nuanced, sleek style of the signs.
- **Update marketing materials:** We are advertising the Osseo brand by using marketing tools with our district careers web site to recruit staff.
- **HR Newsletter:** On a quarterly basis we distribute our HR newsletter to prospective applicants identified at career fairs and community events as well as those who have applied for previous roles in the district. This list is comprised of over 600 people.

Community outreach

- **Sharing our story**
 - **KMOJ Radio interview:** In November, our Manager of Recruitment and Retention was invited to be guest speaker on KMOJ radio station, a predominately African American radio station in the Twin Cities. The interview discussed our strategies to recruit staff of color and the new Teachers of Color Mentor Program. Link to radio interview: https://drive.google.com/open?id=11MU0prX9Yed5p_TtgKqwLZROPEhn8t-I
 - **"We Need You" video:** The Osseo Retention Committee created a video that showcases many high school, elementary school, and middle school students voices at the front and center. This video highlighted the importance of having a diverse workforce explained from a student's

perspective. This video is currently being promoted both to internal and external stakeholders. <https://youtu.be/slWNNrWOayE>

Re-engineering of the employment application, candidate screening and hiring process

- **Hiring guide:** We created a guide in collaboration with community and district stakeholders that will support managers in their hiring practices. Included in the guide are required questions that each hiring manager must ask during the interview process in order to get a sense of a person's cultural competency and belief in our mission around equitable student achievement.
- **Hiring workforce analysis:** We met individually with 16 principals to review their summary applicant data gathered from the previous three years. This gave visibility to the hiring manager and their team to the applicant pool and reflect on the current demographics of their staff. The data included race, gender, position, and number of applicants. The data provides a resource for hiring managers when creating their strategic workforce plans that are aligned with achieving the district's mission, vision and values.

Retention

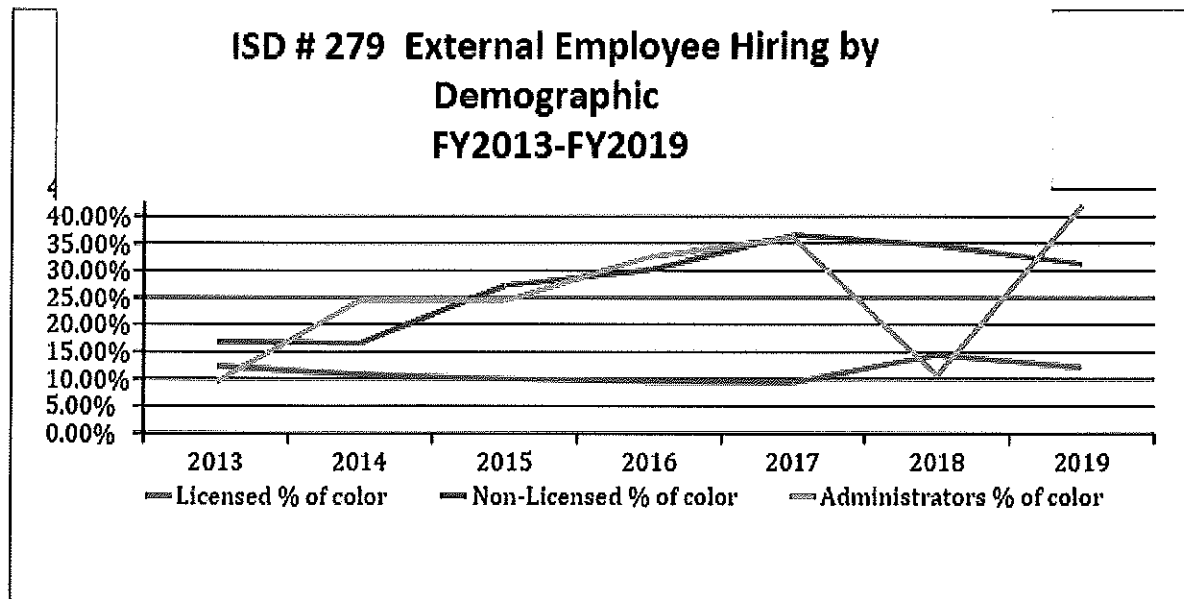
- **Teachers of Color Mentoring Program:** All probationary teachers of color were provided the opportunity to have a mentor of color. We currently have 10 mentors and approximately 20 mentees. This program is designed to provide a framework to retain our new educators of color and give them resources, collaboration, and an opportunity to connect with others who come from similar lived experiences. It has been highly effective and participants have shared that this resource has aided in their engagement. The program is positively received in the broader peer community as well, as we have received several inquiries from other school districts about our model.
- **Grow Your Own Grant:** We continue to encourage ESP and Kidstop instructors to pursue a teaching career by renewing our commitment to the paid practicum Memorandum of Understanding (MOU). Equity staff negotiated a paid practicum into their contract this year. The contract language provides paid leave and paid benefits while the employee is student teaching within the district.
- **Contract language:** A MOU was created in collaboration with the teacher's union to provide teachers in high needs schools (as defined by the School Board) additional time and resources to attend professional development opportunities or to prepare for their classes and student needs.
- **Retention Committee:** This group, made up of community members and district employees, meets monthly to focus on strategies to retain staff of color.

- **Retention cards:** A post card expressing appreciation was mailed to the homes of all district staff of color thanking them for working with the district and reminding them that they have a significant impact on our students.
- **Affinity gathering:** A celebratory event is planned for staff of color in April 2019. The intent is to provide a network and encourage connections.

Impact

Impact on Hiring Trends and Workforce Demographics

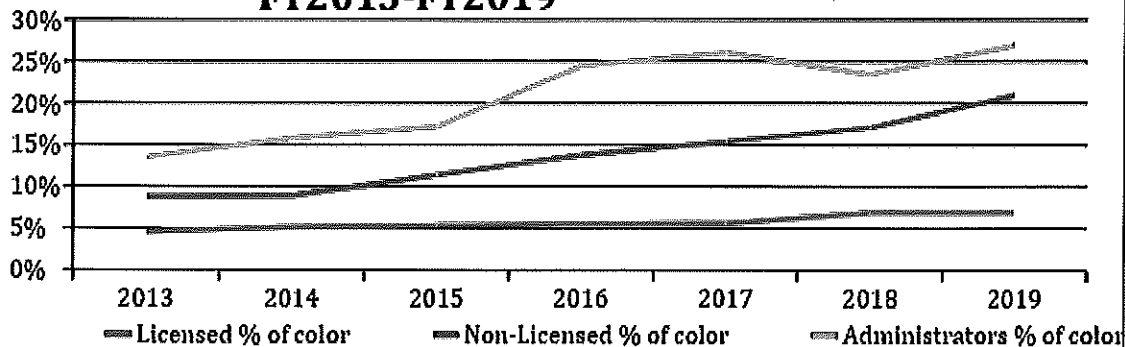
We continue to see improvements in the percent of new hires of color and overall percent of employees of color is reflected in the following charts:



| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---------------------------|--------|--------|--------|--------|--------|--------|--------|
| Licensed % of color | 12.35% | 10.90% | 10.00% | 9.59% | 9.38% | 14.48% | 12.20% |
| Non-Licensed % of color | 16.88% | 16.54% | 27.17% | 30.09% | 36.56% | 34.62% | 31.20% |
| Administrators % of color | 9.38% | 24.44% | 24.39% | 32.56% | 36.11% | 10.71% | 42.10% |

| Total New Hires per year | 288 | 318 | 360 | 413 | 410 | 381 | 386 |
|--------------------------|-----|-----|-----|-----|-----|-----|-----|
|--------------------------|-----|-----|-----|-----|-----|-----|-----|

ISD # 279 Employee People of Color Demographic FY2013-FY2019



| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---------------------------|--------|--------|--------|--------|--------|--------|--------|
| Licensed % of Color | 4.62% | 5.22% | 5.39% | 5.61% | 5.68% | 6.99% | 7.57% |
| Non-Licensed % of Color | 8.81% | 8.91% | 11.44% | 13.80% | 15.45% | 17.11% | 21.10% |
| Administrators % of Color | 15.04% | 15.91% | 17.27% | 24.49% | 26.14% | 23.49% | 27.50% |
| Total Employees | 3057 | 3054 | 3214 | 3268 | 3337 | 3371 | 3375 |

- Retention strategies: In various pockets across the district, we are hearing more and more discussion about the need to focus on retention. Employees have expressed appreciation that the district recognizes this as priority work. Isolation was a consistent concern expressed last year and in response to that, the area(s) we are currently focusing on include the Teachers of Color Mentoring program and the end of year celebration. This is the beginning of a journey. We have by no means reached our destination. Along the way, we will measure our progress in reducing the isolation felt by staff of color, with the end goal of retaining the staff we hire.

Here is a video link to explain the program: <http://bit.ly/2HFhD5Q>

Recommendation

- We recommend that this priority result be continued.
- We recommend the development of an enhanced HR webpage that reflects our vision, strategic work and how it aligns with the district's initiatives. Additionally, it will showcase the efforts of the district's equity work to attract a broader base within the applicant pools.
- We also recommend continuing the search for additional funds for programs and initiatives such as the Teachers of Color Mentorship Program. We will further explore innovative partnerships that encourage students and staff to become teachers; which will lead to an increase in the amount of staff of color overall.

Team members:

HR Leadership Team

| | |
|--|--|
| Laurel Anderson- Executive Director HR Kathie Eiland- Madison- HR Director Dante Williams- Recruitment and Retention Manager Katie Kern- HR Coordinator Lisa McLearen- Benefits Coordinator Joel Milteer- Labor Relations Director Jeff Ansorge- Nutrition Services Director | Sharla Foster- Equity Specialist Michael Reeves- Educational Support Professional Ternesha Burroughs- PCSH Math Teacher Mee Pha- Equity Specialist Rolanda Deshield- Equity Specialist Carmen Higueros- Birch Grove ELL Teacher Maria Higueros-Canny- Woodland ELL Teacher Becca Studaker- NVMS Social Worker |
|--|--|

Retention Committee

Submitted by: Laurel Anderson

Date: 04/04/19

2019 Strategic Plan Review

Summary of Progress

Strategy

Leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

Priority result

Employees identify and respond to the influence of race and culture on learning.

Background

We have racially predictable outcomes in our district that are unacceptable. In response to this, we believe that building the capacity of our employees through knowledge and skill development to support their consciousness and commitment will change these predictable outcomes for our students. Over the last five years, we have worked to raise employees' consciousness and commitment through the implementation of system-wide and site-level professional development. The strategies we have used to raise consciousness have been implemented in a manner that has given staff the permission and responsibility to be learners and leaders during the process. The training that has been provided is designed to lead staff towards effective commitments that interrupt the role and presence of racism in the systems and structures of the district. We understand that this process is both personal and professional and that it requires the sustained implementation of a collective set of practices over time to impact a system of this size.

Accomplishments

- Developed and implemented Equity Foundational Training (EFT)1.0 to all Osseo School District staff:
 - Licensed and non-licensed staff
 - Food service
 - Operations
 - Custodial/maintenance
 - Administration
 - Transportation
 - Approximately 3,500 employees
- Developed EFT 1.5 for 2019-20 school year
- Provided American Indian Education overview of *Policy to Pedagogy* professional learning with all site-based equity teams and approximately 200 teachers (600 staff over two years)

- Trained staff on the systemic use of the CLEAR Model and the CLEAR Solutions Framework
 - Collaboration between the Department of Educational Equity (DOEE) and Curriculum, Instruction, and Educational Standards (CIES); Student Services (SS); Food and Nutrition Services (FNS), Technology Services (I2T2), and Community Engagement (CEng)
- Engaged and collaborated with community and family organizations
 - City of Brooklyn Park, St. Joseph the Worker, Joint Community Police Partnership, Northwest Suburban Integration School District, City of Maple Grove
- Utilized Educational Service Center (ESC) staff meetings as an incubator for foundational professional development feedback
- Implemented multiple REAL Talk sessions for students and families at middle and high schools
- Provided coaching and support for our District Leadership Equity Team (DLET) focused on building executive capacity and accountability for leading and implementing district equity transformation via the district's Equity Transformation Plan

Impact

Our work has impacted the system and/or student learning in the following ways:

- **Equity Foundational Training Survey**

438 respondents: 64% teachers, 11% ESPs, 11% other, 4% licensed support staff

Survey question: Learning about the influence of race and culture on student learning will help further our journey toward accomplishing the district mission

- 95% strongly agree/agree

Survey question: Embedding the Equity Foundational Training System Tools in my daily work could improve my leadership toward equity

- 88% strongly agree/agree

Survey question: Providing the Equity Foundational Training was an effective use of the resources of Osseo Area Schools

- 80% strongly agree/agree

- **Staff Stakeholder Survey:**

Survey question: My school acknowledges and understands diversity in the school community, creating an environment that supports all students

- 2019: 81%
- 2015: 74%

- **Special Education practices continue to examine and consider the influence of race and culture on learning; race and culture will continue to be considered when examining interventions offered to students and referral processes**

Recommendations

- Continue priority result as currently stated
- Implement Equity Foundation Training during the 2019-20 school year:
 - EFT 1.0 for new employees
 - EFT 1.5 for all employees
- Provide professional learning for site-based equity teams in the area of multilingual learners

Team members: Steve Flisk, Rev Hillstrom, Kelli Parpart, Patrick Smith

Submitted by: Steve Flisk, Rev Hillstrom, Kelli Parpart, Patrick Smith

Date: 5/2/2019

Attachment B
Training Agenda for Principals
and District Leadership

Learning Leaders – Secondary
February 21, 2019
ESC – Forum Room
7:30 a.m. – 11:00 a.m.

Purpose Leaders meet to coordinate action to accomplish the strategic objectives.

Protocols In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Outcomes Learning Leaders will:

- engage in learning and discussion around NUA strategies.

Agenda

| | | |
|-------|--|--|
| 7:30 | Welcome | Assistant Superintendents |
| 7:35 | Education Leadership Imperatives: Cultural Diversity, Equity, and Social Justice | Jabari Mahiri Professor of Education, UC Berkeley Brinton Family Chair in Urban Teaching Faculty Director, Bay Area Writing Project Board Member, National Writing Project |
| 9:05 | Break | |
| 9:15 | Education Leadership Imperatives: Cultural Diversity, Equity, and Social Justice | Jabari Mahiri Professor of Education, UC Berkeley Brinton Family Chair in Urban Teaching Faculty Director, Bay Area Writing Project Board Member, National Writing Project |
| 10:35 | Announcements | Assistant Superintendents |
| 11:00 | Adjourn | |

Learning Leaders – Secondary
May 16, 2019
ESC – Forum Room
7:30 a.m. – 11:30 a.m.

Purpose Leaders meet to coordinate action to accomplish the strategic objectives.

Protocols In order to facilitate our work together, we agree to:

- engage in conversations about race and culture and use additional systemic equity transformation tools in our work;
- make and keep promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding, contribute and seek individual perspectives, and assume good intent;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

Outcomes Learning Leaders will:

Work Year Calendars –

- be provided an overview on how to fill out the digital work year calendar.

Discussion of Disproportionality –

- be informed of district citation for disproportionality and offer potential ideas for plan.

Review of Discipline Procedures –

- review end-of-year disciplinary procedures

Speed Learning –

- engage in “speedy” learning to review highlights in CIES this year and preview the next phase of our work moving forward.

Cell Phone/Personal Electronic Device Policy –

- understand the underlying rationale around the proposed cell phone policy.

Agenda

| | | |
|-------|--|---------------------------|
| 7:30 | Welcome | Assistant Superintendents |
| 7:40 | Work Year Calendars | Patrick Smith |
| 8:10 | Discussion of Disproportionality | Kate Emmons/Jill Lesne |
| 9:10 | Break | |
| 9:20 | Review of Discipline Procedures | Sara Vernig |
| 9:50 | Speed Learning | Jeremy Willey/CIES |
| 10:50 | Cell Phone/Personal Electronic Device Policy | Tim Palmatier |
| 11:05 | Announcements | |
| 11:15 | Adjourn | |

Discipline Procedure Review

May 16th, 2019

Mission Statement

Our mission is to inspire and prepare all students with the confidence, courage, and competence to achieve their dreams, contribute to community; and engage in a lifetime of learning.

Strategy

We will create transformational system change to ensure equitable student achievement.

Priority Result

All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

Things to Consider

- ▶ We generally see an increase in suspensions and special ed referrals in the last month of school
- ▶ We tend to lean on "to" and "not," rather than "for" or "with" in the social discipline window

Historical Practices

- ▶ Behavior management has typically consisted of trying to "make" students behave.
 - This attitude leads to an overdependence on reactive procedures.
 - Reactive procedures are not bad or wrong, they are simply ineffective in changing behavior.
 - They make us hold onto "simple solutions."

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Best Practices

- ▶ Continue to utilize your interventions
- ▶ Frequently communicate with families – both positive and negative
- ▶ Help teachers hit their reset button when they become emotional
- ▶ Suspensions for the remainder of the year are not an option – remember the 10 and 15 day rule for OSS

Important things to remember

- ▶ We do not use out-of-school suspension for students for any reason other than unsafe behavior such as fights/assaults, chemicals, or weapons (this doesn't include play-fighting).
- ▶ The number of days for a suspension is not necessarily progressive.
- ▶ When suspending students, do not suspend for half-days. The state counts half days as one day in DIRS.
- ▶ When using alternatives to suspension for special ed students, it does not count as a suspension if they have access to their services identified on their IEP. You should provide access to their services as much as possible. (Change for next year)
- ▶ Use behavior contracts, check-in/check-out, parent meetings as interventions and document what you have done.

Changes for next year

General ed suspensions (dismissals/removals) for one day or less – **DO NOT REPORT**

- ▶ Since the definition of "**suspension**" in the PFDA **does not apply** to a dismissal from school for one school day or less, the suspension procedures outlined by the PFDA, including written notice and an informal administrative conference, are not required. (MN Statute 121A.46)

Changes for next year

Student with a disability suspensions

- ▶ A dismissal for one school day or less is a day of suspension if the student with a disability **does not** receive regular or special education instruction during that dismissal period. (MN Statute 121A.43(b))
- ▶ In other words, it counts regardless

Changes for next year

Expulsion vs. Exclusion

- ▶ Exclusion means an action taken by the school board to prevent enrollment or reenrollment of a student for a period that shall not exceed beyond the school year. (MN Statute 121A.41, subd. 4.) – only the current year regardless of when they try to enroll.
- ▶ This only applies to open enrollment students and will be reviewed on a case-by-case basis

Resources

- ▶ Expulsion Flow Chart
- ▶ Manifestation Determination Flow Chart
- ▶ Legal Framework of School Discipline Handbook
- ▶ Fall – mandatory training session for anyone who enters discipline OR attendance data into our system.

OSSEO AREA SCHOOLS

ISD 279

**Education for All: Examining
Disproportionality in Special Education***Learning Leaders Presentation, May 16, 2019***Mission Matters**

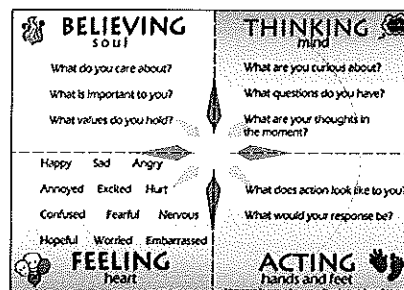
Our mission is to inspire and prepare
all students with the confidence,
courage and competence to achieve
their dreams; contribute to
community; and engage in a lifetime
of learning.

Sense of urgency

Met threshold for significant disproportionality:
Black or African American Students with a disability:

| Out of school Suspensions | 10 days or less |
|---------------------------|-----------------|
| 2016 | 4.36 |
| 2017 | 3.73 |
| 2018 | 3.83 |

| Total Disciplinary Actions | |
|----------------------------|------|
| 2016 | 4.99 |
| 2017 | 3.58 |
| 2018 | 4.45 |

Tools we use..**Show me your data and I will tell you
what you believe**

2018-19 Spec Ed Discipline by Race as of 3/15/19

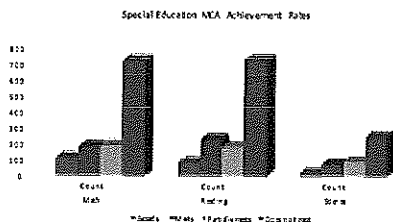
| Populatio | # Stu Ever Enr | Incidents | Actions | # OSS | OSS Days | IS Days | AD Days | RTS Days |
|-------------|----------------|-----------|---------|-------|----------|---------|---------|----------|
| European | 221 | 192 | 119 | 11 | 14 | 4 | 7 | 41 |
| American | 15 | 14 | 48 | 4 | 11 | 2 | 3 | 3 |
| Asian | 916 | 8 | 23 | 1 | 1 | 0 | 0 | 0 |
| Black | 510 | 1220 | 3476 | 215 | 609.25 | 39 | 74 | 424 |
| Hispanic | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Native | 112 | 121 | 218 | 21 | 51 | 2 | 7 | 31.5 |
| White | 1018 | 249 | 752 | 87 | 63 | 5 | 14 | 16 |
| Grand Total | 2882 | 1745 | 4353 | 346 | 104.25 | 52 | 109 | 518.5 |

Disproportionality

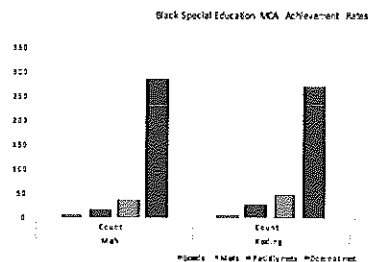
2018-19 Spec Ed Discipline by Race as of 3/15/19

| Populatio | # Stu Ever Enr | Incidents | Actions | # OSS | OSS Days | IS Days | AD Days | RTS Days |
|-------------|----------------|-----------|---------|---------|----------|---------|---------|----------|
| European | 221 | 192 | 119 | 10.91% | 61 | 4 | 7 | 41 |
| American | 15 | 14 | 48 | 1.16% | 11 | 2 | 3 | 3 |
| Asian | 916 | 8 | 23 | 0.78% | 1 | 0 | 0 | 0 |
| Black | 510 | 1220 | 3476 | 67.52% | 609.25 | 39 | 74 | 424 |
| Hispanic | 3 | 0 | 0 | 0.02% | 0 | 0 | 0 | 0 |
| Native | 112 | 121 | 218 | 6.07% | 51 | 2 | 7 | 31.5 |
| White | 1018 | 249 | 752 | 13.56% | 63 | 5 | 14 | 16 |
| Grand Total | 2882 | 1745 | 4353 | 100.00% | 104.25 | 52 | 109 | 518.5 |

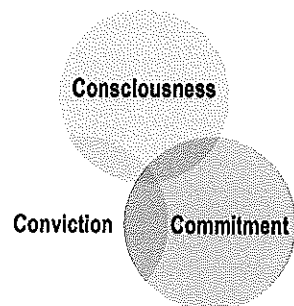
Why it matters



Isolate Race



3 C's of Change



Plan (Technical)

- ▶ Special Education reading specialist
- ▶ MTSS support through reallocation of partial DBS FTE
- ▶ SW for elementary Strategies
- ▶ Professional Development support of Restorative Practices, NUA, SEL
- ▶ IM4 Software to match student to intervention
- ▶ Co-located mental health services support

Promise Partners

- ▶ Complete the commitment sheets on table.
- ▶ Find a partner and share one commitment.
- ▶ Promise to check in at each LL meeting (or some other agreeable time) on your actions

District Leadership Equity Team, February 11, 2019

Purpose: To increase capacity for systemic leadership action to ensure equitable student achievement.

Outcome: DLET will understand and apply Critical Race Theory to strategic priority leadership work.

Protocols: In order to facilitate our work together, we agree to:

- Identify and respond to the influence of race and culture using district systemic equity transformation tools;
- make and keep rigorous promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding and contribute individual perspectives and interests openly;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

| Time | Agenda | Facilitator |
|-------|---|------------------|
| 8:00 | Light Breakfast | |
| 8:30 | Welcome / Check-in: purpose, outcomes, review protocols | Jim |
| | EFT Update - ESC staff meetings (Beta) | Rev |
| | Review Counter Storytelling/Narrative Analysis - Critical Race Theory Book Study Application (Chapters 3-5) | Rev |
| | Upcoming Book Study Readings <ul style="list-style-type: none"> • March 18 (Chapters 6 & 7) • April 8 (Chapter 8) | Rev/Patrick |
| | Break (10 minutes) | |
| | Priority results plan for edits and presentation to school board | Assistant Supts. |
| 11:30 | Adjourn | Assistant Supts. |

District Leadership Equity Team, March 18, 2019

Purpose: To increase capacity for systemic leadership action to ensure equitable student achievement.

Outcome: DLET will understand and apply Critical Race Theory to strategic priority leadership work.

Protocols: In order to facilitate our work together, we agree to:

- Identify and respond to the influence of race and culture using district systemic equity transformation tools;
- make and keep rigorous promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding and contribute individual perspectives and interests openly;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

| Time | Agenda | Facilitator |
|-------|--|------------------|
| 8:00 | Light Breakfast | |
| 8:30 | Welcome / Check-in: purpose, outcomes, review protocols | Jim |
| | Review Counter Storytelling/Narrative Analysis | Rev |
| | - Critical Race Theory Book Study Application (Chapters 6-7) | Rev |
| | Upcoming Book Study Readings | Rev/Patrick |
| | • April 8 (Chapter 8) | |
| | Break (10 minutes) | |
| | Priority results summary of progress work | Assistant Supts. |
| 11:30 | Adjourn | Assistant Supts. |

/District Leadership Equity Team, April 8, 2019

Purpose: To increase capacity for systemic leadership action to ensure equitable student achievement.

Outcome: DLET will understand and apply Critical Race Theory to strategic priority leadership work.

Protocols: In order to facilitate our work together, we agree to:

- Identify and respond to the influence of race and culture using district systemic equity transformation tools;
- make and keep rigorous promises;
- share concerns directly with the person involved if a communication or relationship breakdown occurs;
- listen for understanding and contribute individual perspectives and interests openly;
- be fully present;
- begin and end on time unless we agree to revise; and
- have fun!

| Time | Agenda | Facilitator |
|-------|---|-------------|
| 8:00 | Light Breakfast | |
| 8:30 | Welcome / Check-in: purpose, outcomes, review protocols | Jim |
| | Critical Race - last chapter along with associated activities | Rev |
| | Overview of 1.5 EFT for 2019-20 | Rev |
| | Rev's recommendations for 2019-20 DLET sessions | Rev |
| 10:30 | Adjourn | |

Attachment C

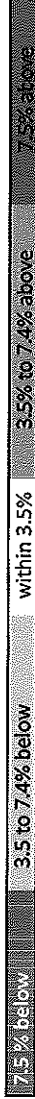
Parent/Staff/Student Surveys

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Student Stakeholder Survey Trend by Group 2016-19

This table contains the average percent positive (students responding "Yes/Always" or "Mostly Yes" to questions) for each Student Stakeholder Survey scale.

Color coding relative to district average:



| | Am. Indian | | | | Asian | | | | Hispanic | | | | Black | | | | White | | | | Multi-Racial | | | |
|-------------------------|------------|------|------|------|-------|------|------|------|----------|------|------|------|-------|------|------|------|-------|------|------|------|--------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 |
| Achieve Dreams | 62% | 59% | 58% | 59% | 56% | 57% | 56% | 54% | 63% | 63% | 63% | 59% | 57% | 61% | 59% | 56% | 60% | 61% | 59% | 56% | 60% | 61% | 59% | 56% |
| Contribute to Community | 68% | 77% | 66% | 65% | 68% | 67% | 67% | 68% | 71% | 68% | 70% | 68% | 65% | 72% | 73% | 74% | 67% | 64% | 66% | 65% | 67% | 64% | 66% | 65% |
| Lifelong Learning | 72% | 75% | 66% | 62% | 68% | 67% | 67% | 64% | 69% | 68% | 68% | 65% | 69% | 72% | 73% | 71% | 68% | 68% | 65% | 63% | 68% | 68% | 65% | 63% |
| Classroom Learning | 71% | 77% | 75% | 75% | 73% | 73% | 78% | 78% | 75% | 74% | 77% | 76% | 71% | 72% | 74% | 74% | 74% | 72% | 73% | 75% | 74% | 72% | 73% | 75% |
| Classroom Respect | 80% | 80% | 69% | 72% | 80% | 79% | 73% | 74% | 82% | 80% | 71% | 72% | 77% | 81% | 77% | 79% | 79% | 76% | 73% | 73% | 79% | 76% | 72% | 73% |
| Teaching | 81% | 83% | 75% | 80% | 83% | 84% | 83% | 84% | 84% | 85% | 82% | 81% | 81% | 81% | 79% | 79% | 83% | 81% | 79% | 80% | 83% | 81% | 79% | 80% |
| Belonging | 74% | 75% | 62% | 57% | 64% | 63% | 61% | 62% | 69% | 67% | 64% | 63% | 62% | 72% | 72% | 69% | 66% | 62% | 61% | 62% | 68% | 62% | 61% | 62% |
| Help | 78% | 79% | 65% | 71% | 71% | 71% | 70% | 69% | 74% | 75% | 73% | 70% | 71% | 70% | 68% | 68% | 77% | 73% | 70% | 71% | 73% | 73% | 70% | 71% |
| Trusting Adults | 79% | 88% | 77% | 77% | 83% | 81% | 81% | 81% | 83% | 82% | 80% | 78% | 76% | 75% | 74% | 73% | 84% | 80% | 79% | 77% | 80% | 79% | 76% | 77% |
| Digital Learning | 76% | 87% | 73% | 72% | 75% | 78% | 76% | 78% | 77% | 79% | 78% | 74% | 73% | 76% | 75% | 74% | 77% | 74% | 74% | 76% | 74% | 76% | 74% | 76% |

| | English Learner | | | | Special Education | | | | Free/Reduced | | | | Female | | | | Male | | | |
|-------------------------|-----------------|------|------|------|-------------------|------|------|------|--------------|------|------|------|--------|------|------|------|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 | 2016 | 2017 | 2018 | 2019 |
| Achieve Dreams | 72% | 72% | 72% | 68% | 65% | 65% | 66% | 67% | 53% | 65% | 63% | 60% | 58% | 61% | 59% | 56% | 61% | 63% | 62% | 60% |
| Contribute to Community | 69% | 70% | 70% | 69% | 67% | 66% | 66% | 67% | 67% | 66% | 65% | 66% | 69% | 68% | 68% | 68% | 70% | 70% | 70% | 72% |
| Lifelong Learning | 75% | 75% | 74% | 72% | 68% | 69% | 68% | 67% | 68% | 68% | 66% | 64% | 69% | 71% | 69% | 66% | 71% | 71% | 70% | 69% |
| Classroom Learning | 82% | 81% | 81% | 79% | 78% | 77% | 74% | 75% | 78% | 78% | 75% | 75% | 79% | 79% | 76% | 76% | 79% | 80% | 76% | 77% |
| Classroom Respect | 73% | 74% | 74% | 73% | 73% | 75% | 72% | 74% | 72% | 73% | 71% | 72% | 74% | 75% | 74% | 74% | 75% | 77% | 74% | 77% |
| Teaching | 86% | 87% | 87% | 86% | 80% | 81% | 78% | 81% | 83% | 83% | 80% | 81% | 82% | 83% | 81% | 81% | 82% | 84% | 81% | 82% |
| Belonging | 65% | 67% | 63% | 65% | 65% | 65% | 62% | 64% | 64% | 62% | 59% | 60% | 66% | 66% | 62% | 62% | 70% | 69% | 66% | 68% |
| Help | 75% | 76% | 76% | 74% | 74% | 74% | 73% | 75% | 72% | 71% | 69% | 68% | 73% | 75% | 72% | 71% | 75% | 75% | 73% | 74% |
| Trusting Adults | 84% | 84% | 82% | 81% | 81% | 81% | 79% | 80% | 80% | 79% | 76% | 76% | 83% | 83% | 81% | 80% | 82% | 81% | 79% | 80% |
| Digital Learning | 77% | 78% | 77% | 75% | 73% | 74% | 73% | 75% | 74% | 76% | 74% | 75% | 75% | 78% | 77% | 77% | 77% | 79% | 77% | 78% |

Osseo Area Schools Staff Stakeholder Survey Trend 2015-19

For each staff survey scale, the scale mean is reported for up to five years. For each scale, 5 = strongly agree or always, 4 = agree or usually, 3 = neutral or sometimes, 2 = disagree or rarely, and 1 = strongly disagree or never. Color coding is referenced to the 2015 district average. Green color indicates that the group scale mean has increased by at least .2 or the question percentage increased by as much as or more than the combined margins of error. Orange color indicates that the group scale mean has decreased by at least .2 or the question percentage has decreased as much as or more than the combined margins of error. The percentages reported are the percent positive (responding with a 4 or 5 on the scale). Race and culture questions marked with an (*) for 2015-18 referred to the four agreements, six conditions, and/or the compass.

| | 2015 | 2016 | 2017 | 2018 | 2019 |
|--|------------|------------|------------|------------|------------|
| School Environment and Communication | 4.0 | 4.1 | 4.1 | 4.0 | 4.1 |
| <i>Number of staff responding (All staff were asked to respond)</i> | 1214 | 1323 | 1576 | 1106 | 1115 |
| <i>Margin of error is +/- this many percentage points (95% confidence level)</i> | 2% | 2% | 1% | 2% | 2% |
| Staff at school make me feel welcome. | 86% | 89% | 89% | 86% | 87% |
| I feel safe in my work environment. | 82% | 74% | 81% | 77% | 80% |
| Staff consistently provides helpful customer service. | 81% | 85% | 86% | 82% | 88% |
| I am treated with respect by my colleagues. | 84% | 87% | 88% | 86% | 87% |
| A clear vision for our school and strategies for improvement are communicated. | 67% | 73% | 76% | 69% | 72% |
| Communications to staff are delivered in a professional and timely manner. | 65% | 72% | 75% | 68% | 72% |
| Administrators are visible and accessible to me. | 66% | 74% | 77% | 73% | 77% |
| My school promotes a safe and secure school environment with a culture that is conducive to teaching and learning. | 66% | 65% | 70% | 64% | 71% |
| My school acknowledges and understands diversity in the school community, creating an environment that supports all students. | 74% | 76% | 79% | 77% | 81% |
| Race and Culture | 3.1 | 3.2 | 3.3 | 3.4 | 3.4 |
| <i>Number of staff responding (All staff were asked to respond)</i> | 1208 | 1306 | 1495 | 1066 | 1082 |
| <i>Margin of error is +/- this many percentage points (95% confidence level)</i> | 2% | 2% | 1% | 2% | 2% |
| I have participated in training that has helped me understand how race and culture impact learning. | 93% | 95% | 95% | 98% | 99% |
| I have used the compass, AEIOU protocol, 3 C's of Change, CLEAR Model and/or Capacity Equation to reflect on my work and/or plan for future work.* | 76% | 81% | 87% | 90% | 91% |
| With my co-workers, I have used the compass, AEIOU protocol, 3 C's of Change and/or Capacity Equation to plan for future work.* | 67% | 73% | 82% | 84% | 85% |
| I have had helpful conversations with my co-workers about race and culture. | 92% | 93% | 95% | 97% | 96% |
| I believe that participating in training and/or conferences about race and culture helps me to better understand the students I work with. | 62% | 68% | 76% | 75% | 77% |
| I believe that it is important to have conversations about race using the compass, AEIOU protocol, 3 C's of Change and/or Capacity Equation.* | 67% | 73% | 79% | 76% | 69% |
| I am willing to learn more about how race and culture impact learning. | 84% | 87% | 88% | 87% | 87% |
| I have learned about the compass, AEIOU protocol, 3 C's of Change and/or Capacity Equation.* | 78% | 83% | 86% | 90% | 90% |
| I have trusted colleagues with whom I am willing to collaborate to learn more about race and culture. | 83% | 84% | 86% | 83% | 87% |
| My use of the compass, AEIOU protocol, 3 C's of Change and/or Capacity Equation has helped me work towards equitable student achievement.* | | | 54% | 60% | 63% |
| What I have learned about race and culture has helped me work towards equitable student achievement. | | | 68% | 74% | 78% |

| | 2015 | 2016 | 2017 | 2018 | 2019 |
|--|------------|------------|------------|------------|------------|
| Strategic Outcomes | 3.6 | 3.5 | 3.6 | 3.5 | 3.6 |
| <i>Number of staff responding (Teachers in grades 5-12 were asked to respond)</i> | 362 | 411 | 443 | 315 | 319 |
| <i>Margin of error is +/- this many percentage points (95% confidence level)</i> | 3% | 3% | 3% | 3% | 3% |
| Most students I have gotten to know this year have talked with me about their dreams for the future. | 68% | 64% | 68% | 68% | 70% |
| I am able to help students identify and work toward their dreams. | 84% | 83% | 83% | 85% | 85% |
| Most students I have gotten to know this year have achieved some goals this year and are getting closer to achieving their dreams. | 81% | 75% | 80% | 74% | 77% |
| This year, most students I know have helped to meet the needs of others through leadership, service, or some other way. | 46% | 43% | 45% | 40% | 48% |
| At this school, students are treated with respect. | 84% | 82% | 83% | 79% | 81% |
| At this school, students from different cultures get along well together. | 76% | 67% | 73% | 65% | 74% |
| Most students I have gotten to know demonstrate good time management skills. | 34% | 32% | 35% | 32% | 36% |
| Most students I have gotten to know demonstrate a lot of persistence and follow-through. | 35% | 36% | 36% | 30% | 39% |
| Most students I have gotten to know are willing to ask questions to get more information when needed. | 62% | 60% | 61% | 59% | 60% |
| Teaching and Learning | 3.9 | 4.1 | 4.1 | 3.9 | 4.0 |
| <i>Number of staff responding (All teachers were asked to respond)</i> | 722 | 750 | 840 | 596 | 589 |
| <i>Margin of error is +/- this many percentage points (95% confidence level)</i> | 2% | 2% | 2% | 2% | 2% |
| My school sets high expectations for all students. | 71% | 75% | 72% | 63% | 68% |
| My school sets high expectations for all staff. | 80% | 84% | 87% | 79% | 79% |
| My school uses a system to assess and plan staff development to improve student learning. | 70% | 73% | 75% | 69% | 71% |
| I receive useful feedback to improve my teaching. | 72% | 76% | 79% | 73% | 72% |
| Our staff members collaborate to review data and improve student learning. | 88% | 89% | 91% | 89% | 88% |
| Teacher Professional Practice | 4.3 | 4.4 | 4.4 | 4.3 | 4.4 |
| <i>Number of staff responding (All teachers were asked to respond)</i> | 725 | 253 | 839 | 596 | 586 |
| <i>Margin of error is +/- this many percentage points (95% confidence level)</i> | 2% | 3% | 2% | 2% | 2% |
| I maintain high expectations for achievement for all of my students. | 99% | 99% | 98% | 99% | 99% |
| I integrate technology into my instruction. | 93% | 94% | 93% | 93% | 92% |
| I use data to make informed decisions and to improve my professional practice. | 94% | 95% | 95% | 93% | 95% |
| I regularly inform families about what is happening in my classroom. | 78% | 82% | 81% | 80% | 82% |
| I engage in ongoing collaborative work with my colleagues to ensure student learning. | 93% | 95% | 94% | 92% | 95% |
| Teachers in this school trust each other. | 70% | 69% | 77% | 68% | 73% |

Parent Stakeholder Survey District Trend 2016-18

The top portion of this summary reports the number of parents responding and margin of error for each group based on student demographics. For each survey scale, there are two kinds of results. The top row is the scale mean (in bold). For most questions, 5 = strongly agree, and 1 = strongly disagree or never. The second row is the Z-Score that corresponds to the scale score (the scale mean minus the district average divided by the standard deviation). For the purposes of the district comparison, we are treating Z-scores of +.2 and higher as being above average and -.2 and below as being below average. The third and subsequent rows report the percent of students responded "agree," "strongly agree," "usually," or "always" to each of the questions in the scale. If a group's scale mean is at least .2 scale points above or below the district mean with an above or below average Z-score, it was color coded (green = above; orange = below).

| | RACE | | | | | | | | | | SERVICES | | | | | | | | | | GENDER | | GRADE RANGE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------|-------|-------|----------|-------|-------|-----|----|---------|--------|----------|------|----|----|-----|--|--|--|--|--|--------|--|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | Am Ind | Asian | Black | Hispanic | White | Multi | FRL | EL | Spec Ed | Female | Male | Elem | MS | SH | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | RACE | | | | | | | | | | SERVICES | | | | | GENDER | | | | | GRADE RANGE | | | | | ALL | | | | |
|---|--------|-------|-------|----------|-------|-------|-------|------|---------|--------|----------|-------|-------|-------|-------|--------|-------|-------|-------|-------|-------------|-------|------|------|-------|-------|-------|-------|------|------|
| | Am Ind | Asian | Black | Hispanic | White | Mult. | FRL | EL | Spec Ed | Female | Male | Elem | MS | SH | | | | | | | | | | | | | | | | |
| Number of parents responding (from representative sample) | 2016 | 2018 | 2016 | 2018 | 2016 | 2018 | 2016 | 2018 | 2016 | 2018 | 2016 | 2018 | 2016 | 2018 | 2016 | 2018 | 2016 | 2018 | 2016 | 2018 | 2016 | 2018 | 2016 | 2018 | 2016 | 2018 | 2016 | 2018 | | |
| Margin of error is +/- this many percentage points (95% confidence level) | 23 | 23 | 176 | 174 | 306 | 242 | 80 | 108 | 565 | 434 | 138 | 63 | 423 | 454 | 87 | 137 | 137 | 134 | 483 | 503 | 525 | 541 | 620 | 622 | 193 | 218 | 185 | 204 | 1008 | 1044 |
| Student Support | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Z-Score (+/-2 = above average, -2 = below average) | 0.02 | 0.04 | -0.07 | -0.05 | -0.06 | -0.03 | -0.08 | 0.12 | 0.05 | 0.02 | -0.06 | -0.14 | -0.08 | -0.05 | -0.09 | 0.07 | 0.03 | -0.07 | 0.03 | 0.03 | -0.03 | -0.02 | 0.21 | 0.21 | -0.21 | -0.32 | -0.37 | -0.32 | 0.00 | 0.00 |
| a problem. | 91% | 89% | 80% | 87% | 85% | 86% | 87% | 88% | 92% | 88% | 90% | 85% | 86% | 85% | 85% | 84% | 90% | 90% | 88% | 87% | 87% | 91% | 92% | 82% | 79% | 81% | 79% | 82% | 79% | 82% |
| My son/daughter's teachers believe he/she can do well in school. | 86% | 95% | 93% | 89% | 92% | 92% | 90% | 91% | 92% | 93% | 89% | 80% | 92% | 89% | 90% | 91% | 89% | 84% | 92% | 93% | 93% | 93% | 94% | 94% | 89% | 87% | 88% | 86% | 93% | 91% |
| The school staff treats students with respect. | 100% | 95% | 95% | 92% | 87% | 89% | 94% | 95% | 95% | 94% | 94% | 95% | 89% | 92% | 95% | 94% | 90% | 93% | 91% | 93% | 94% | 94% | 94% | 94% | 88% | 88% | 92% | 91% | 93% | 95% |
| The school celebrates the success of my son/daughter. | 86% | 80% | 79% | 76% | 73% | 76% | 74% | 78% | 76% | 74% | 73% | 74% | 73% | 76% | 78% | 76% | 78% | 73% | 77% | 75% | 75% | 73% | 81% | 81% | 70% | 67% | 62% | 63% | 76% | 75% |
| Adult Trust | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Z-Score (+/-2 = above average, -2 = below average) | 0.08 | -0.02 | -0.08 | -0.10 | 0.00 | 0.04 | -0.03 | 0.17 | 0.02 | 0.01 | -0.01 | -0.22 | -0.05 | -0.04 | 0.00 | 0.17 | -0.03 | 0.00 | 0.04 | 0.02 | -0.03 | -0.02 | 0.22 | 0.19 | -0.25 | -0.25 | -0.38 | -0.33 | 0.00 | 0.00 |
| School staff follow through on their promises. | 86% | 84% | 78% | 70% | 80% | 77% | 71% | 84% | 78% | 77% | 77% | 69% | 78% | 75% | 82% | 82% | 81% | 80% | 79% | 76% | 78% | 76% | 84% | 83% | 70% | 70% | 66% | 62% | 78% | 76% |
| I trust the staff in this school to act with my son/daughter's best interest in mind. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff at my son/daughter's school treat me with respect. | 73% | 75% | 84% | 82% | 83% | 83% | 79% | 87% | 84% | 80% | 80% | 73% | 83% | 81% | 87% | 86% | 82% | 80% | 84% | 82% | 83% | 81% | 88% | 86% | 77% | 76% | 79% | 73% | 84% | 81% |
| Belonging | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Z-Score (+/-2 = above average, -2 = below average) | 0.11 | -0.16 | -0.14 | -0.10 | -0.05 | 0.00 | -0.05 | 0.20 | 0.09 | 0.03 | 0.02 | -0.21 | -0.09 | -0.05 | 0.03 | 0.17 | 0.01 | 0.01 | 0.00 | -0.01 | 0.00 | 0.01 | 0.25 | 0.23 | -0.30 | -0.30 | -0.35 | -0.39 | 0.00 | 0.00 |
| I feel that staff at my son/daughter's school care about me. | 74% | 74% | 67% | 69% | 71% | 70% | 71% | 70% | 72% | 64% | 72% | 53% | 70% | 69% | 74% | 79% | 74% | 73% | 70% | 66% | 72% | 68% | 78% | 77% | 61% | 57% | 56% | 50% | 71% | 67% |
| This school as a whole is welcoming to my family. | 90% | 85% | 82% | 83% | 85% | 84% | 86% | 90% | 88% | 88% | 86% | 83% | 84% | 83% | 87% | 90% | 88% | 82% | 87% | 85% | 83% | 94% | 91% | 91% | 76% | 73% | 80% | 77% | 86% | 84% |
| I feel like I belong at my son/daughter's school. | 86% | 78% | 79% | 82% | 78% | 77% | 76% | 84% | 83% | 85% | 81% | 81% | 75% | 79% | 78% | 84% | 80% | 80% | 82% | 81% | 84% | 86% | 87% | 78% | 77% | 71% | 71% | 82% | 82% | 81% |
| Staff at this school are friendly. | 91% | 89% | 92% | 92% | 91% | 90% | 96% | 95% | 96% | 94% | 92% | 90% | 91% | 90% | 94% | 97% | 94% | 91% | 94% | 92% | 95% | 93% | 96% | 94% | 89% | 89% | 91% | 90% | 94% | 92% |
| Staff at this school trust me. | 90% | 94% | 86% | 85% | 91% | 93% | 87% | 90% | 94% | 94% | 92% | 90% | 90% | 91% | 86% | 90% | 93% | 95% | 91% | 92% | 91% | 93% | 94% | 95% | 90% | 90% | 82% | 86% | 91% | 92% |
| Help for Parents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Z-Score (+/-2 = above average, -2 = below average) | 0.30 | -0.24 | -0.10 | -0.08 | 0.02 | -0.04 | -0.05 | 0.25 | 0.05 | 0.02 | 0.10 | -0.10 | -0.06 | -0.06 | 0.06 | 0.07 | 0.04 | 0.08 | -0.01 | 0.00 | 0.01 | 0.00 | 0.26 | 0.23 | -0.28 | -0.23 | -0.34 | -0.47 | 0.00 | 0.00 |
| I can share my concerns with the staff at this school. | 91% | 89% | 76% | 79% | 81% | 82% | 80% | 85% | 90% | 88% | 89% | 81% | 78% | 80% | 73% | 79% | 88% | 83% | 84% | 84% | 84% | 88% | 89% | 77% | 79% | 76% | 75% | 84% | 84% | |
| When I have concerns, the staff at school listen and follow through on what they say they are going to do. | 95% | 81% | 87% | 90% | 88% | 86% | 85% | 91% | 90% | 88% | 88% | 84% | 87% | 86% | 87% | 93% | 88% | 89% | 87% | 87% | 89% | 92% | 90% | 85% | 85% | 79% | 82% | 89% | 88% | |
| Administrators are visible and accessible to me. | 86% | 93% | 88% | 89% | 91% | 84% | 86% | 91% | 88% | 88% | 88% | 83% | 90% | 87% | 93% | 93% | 85% | 89% | 85% | 86% | 89% | 92% | 92% | 80% | 83% | 82% | 79% | 88% | 88% | |
| How often does the school hold meetings and conferences during times that fit your work and family schedules? | 85% | 82% | 85% | 84% | 76% | 81% | 79% | 83% | 85% | 86% | 85% | 79% | 76% | 80% | 82% | 83% | 81% | 86% | 80% | 85% | 83% | 83% | 87% | 89% | 74% | 79% | 70% | 70% | 82% | 84% |
| Other School-Related Questions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How far do you expect your son/daughter to go in his/her education? (% Some college) | 91% | 94% | 98% | 100% | 96% | 97% | 99% | 98% | 98% | 97% | 98% | 100% | 95% | 98% | 97% | 95% | 93% | 97% | 96% | 97% | 96% | 97% | 98% | 99% | 99% | 98% | 93% | 95% | 97% | 98% |
| How often has a lack of childcare prevented you from participating in your son's/daughter's school meetings and activities? (% Never or Rarely) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trust in the School District | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Z-Score (+/-2 = above average, -2 = below average) | 3.9 | 3.9 | 3.9 | 3.9 | 4.0 | 3.9 | 4.0 | 4.2 | 3.9 | 3.7 | 3.9 | 3.6 | 4.0 | 3.9 | 4.1 | 4.1 | 3.8 | 3.9 | 3.9 | 3.8 | 3.9 | 3.9 | 3.9 | 3.9 | 3.9 | 3.9 | 3.8 | 3.7 | 3.5 | 3.8 |
| The Osseo School District treats people in my community fairly and justly. | 0.04 | 0.06 | -0.04 | 0.12 | 0.11 | 0.10 | 0.13 | 0.24 | -0.05 | -0.17 | 0.07 | -0.31 | 0.10 | 0.11 | 0.30 | 0.37 | -0.07 | 0.11 | 0.04 | -0.02 | -0.03 | 0.02 | 0.06 | 0.04 | -0.05 | 0.05 | -0.14 | -0.18 | 0.00 | 0.00 |
| Whenever the Osseo School District makes an important decision, I know it will consider people in my community | 76% | 78% | 80% | 84% | 79% | 73% | 82% | 82% | 81% | 78% | 81% | 62% | 81% | 77% | 85% | 83% | 72% | 82% | 78% | 79% | 77% | 83% | 80% | 80% | 77% | 74% | 70% | 80% | 77% | |
| The Osseo School District can be relied on to keep its promises | 71% | 71% | 74% | 76% | 77% | 78% | 78% | 79% | 73% | 67% | 79% | 59% | 78% | 73% | 79% | 83% | 78% | 77% | 72% | 71% | 72% | 71% | 76% | 71% | 72% | 77% | 69% | 66% | 74% | 72% |
| I believe that the Osseo School District takes the opinions of people in my community into account when making decisions | 75% | 71% | 67% | 73% | 72% | 77% | 78% | 81% | 66% | 62% | 76% | 52% | 74% | 72% | 83% | 84% | 64% | 72% | 71% | 69% | 65% | 70% | 71% | 65% | 69% | 62% | 61% | 68% | 69% | |
| I feel very confident about the Osseo School District's skills | 71% | 75% | 66% | 73% | 75% | 73% | 79% | 79% | 66% | 69% | 71% | 58% | 74% | 72% | 79% | 81% | 64% | 73% | 68% | 68% | 69% | 70% | 71% | 71% | 65% | 70% | 63% | 63% | 68% | 69% |
| The Osseo School District has the ability to accomplish what it says it will do | 76% | 71% | 74% | 80% | 82% | 78% | 85% | 87% | 75% | 68% | 81% | 61% | 81% | 77% | 86% | 85% | 75% | 77% | 78% | 74% | 76% | 74% | 78% | 74% | 75% | 79% | 74% | 69% | 77% | 74% |
| | 65% | 63% | 78% | 74% | 84% | 83% | 82% | 86% | 74% | 69% | 83% | 61% | 82% | 79% | 84% | 85% | 73% | 80% | 79% | 75% | 76% | 74% | 78% | 75% | 78% | 77% | 73% | 68% | 77% | 74% |



21,000+
K-12 Students



27
Schools



105
Languages/
dialects spoken

WE ARE OSSEO AREA SCHOOLS

WORLD'S BEST WORKFORCE STRATEGIC PLAN GOALS

The World's Best Workforce bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

| World's Best Workforce Goals | District Result 2018 | District Goals 2025 |
|--|----------------------|--|
| 1. All children are ready for school. | 63% | At least 90% of Kindergarten students will meet or exceed fall expectations in letter naming fluency. |
| 2. All third-graders can read at grade level. | 51.5% | At least 90% of our grade 3 students will meet or exceed state achievement targets in reading. |
| 3. All racial and economic achievement gaps between students are closed. | XX% | At least 85% of students from each student group will meet or exceed expected growth on state achievement targets in reading and math. |
| 4. All students are ready for career and college. | XX% | Grade 11 students will achieve an average composite score of 24.5 on the ACT |
| 5. All students graduate from high school. | 84% | At least 90% of students will graduate after four consecutive years of high school. |

2018 MCA TEST RESULTS

| | Osseo Scores | State Scores |
|---------|--------------|--------------|
| Reading | 56.2% | 59.8% |
| Math | 52.6% | 57.0% |
| Science | 43.1% | 51.7% |

98%

of licensed staff agree that:
"I have participated in training that helps me understand how race and culture impact learning."

94.3%

of students agree that:
"My teacher makes sure I do my best."



2018
Proficiency
Tests

63.6%

of students maintained or improved their achievement level on math state proficiency tests.

XX%

of students maintained or improved their achievement level on reading state proficiency tests.

2018
Graduation
rate

84%

of students graduated within four years.

92.1%

of students graduated within seven years.

Reading

5

consecutive years Black students have outperformed their statewide peers in reading.

Osseo Points of Pride

- Nearly all licensed staff agree that they better understand the impact of race and culture on learning as a result of their training in Osseo.
- Our seven graduation rate is the highest it has been over the past five years. The 2018 rate is a more accurate measure of success for our students, as we have a higher graduation rate than the state average.
- We have shown academic growth in all student groups impacting our achievement gap.

Opportunities for Growth

- We still have an achievement gap predictable by race.
- We will continue to accelerate academic growth for many students to guarantee all students are learning at high levels.
- We will partner with students to ensure they are attending at least 90% of the days they are enrolled at school.

Additional items measured by Minnesota's North Star Accountability System:

Academic Progress

XX%

students made at least one year's growth on state proficiency measures.

Grade 8 Math

52.3%

of students met or exceeded standards on state proficiency measures.

Consistent Attendance

81.7%

of students attended at least 90% of their enrolled school days.

OSSEO AREA SCHOOLS

ISD 279

Attachment D
Out of School Suspension Days
2018-19 School Year

Out of School Suspensions and Suspension Days for 2018-19

Osseo Area Schools - Research, Assessment and Accountability Department - 6/12/19

Osseo Area Schools did not expel any students in the 2018-19 school year.

| All Students | #_OSS | OSS_Days |
|--------------|-------|----------|
| Total | 1276 | 2482 |

| Race | #_OSS | OSS_Days |
|------------------------------|-------|----------|
| American Indian or Alaskan | 13 | 36 |
| Asian | 18 | 36 |
| Black | 877 | 1714 |
| Hawaiian or Pacific Islander | 0 | 0 |
| Hispanic | 91 | 186 |
| White | 156 | 257 |
| Two or More Races | 121 | 254 |

| Ethnicity* | #_OSS | OSS_Days |
|------------------------|-------|----------|
| AmIn or Hawaiian PI | 53 | 128 |
| Asian | 4 | 10 |
| Asian + White | 5 | 7 |
| Asian English | 4 | 5 |
| Hmong | 9 | 20 |
| Vietnamese | 1 | 1 |
| Black + White or Asian | 102 | 206 |
| Black English | 763 | 1478 |
| E. African | 43 | 93 |
| W. African | 71 | 143 |
| Hispanic English | 21 | 55 |
| Spanish | 44 | 80 |
| White English | 152 | 252 |
| White Non English | 4 | 5 |

* These ethnic group categories were developed during the 2018-19 school year to respond to several requests for more specific ethnic identification incorporating race and language.

| Gender | #_OSS | OSS_Days |
|--------|-------|----------|
| Female | 413 | 867 |
| Male | 863 | 1616 |

| Special Education | #_OSS | OSS_Days |
|-------------------|-------|----------|
| Spec Ed | 518 | 913 |
| Non-Spec Ed | 758 | 1570 |

| Birth Country | #_OSS | OSS_Days |
|---|--------------|-----------------|
| Bangladesh, People's Republic of | 1 | 3 |
| Belarus | 1 | 1 |
| Cambodia, Kingdom of | 1 | 1 |
| Colombia, Republic of | 1 | 5 |
| Cote d'Ivoire (Ivory Coast) | 8 | 12 |
| Dominican Republic | 1 | 3 |
| Ethiopia | 2 | 2 |
| Ghana, Republic of | 8 | 17 |
| Guatemala, Republic of | 1 | 1 |
| Guinea, Revolutionary People's Rep'c of | 4 | 10 |
| Guyana, republic of | 1 | 1 |
| Honduras, Republic of | 3 | 4 |
| Hungary, Republic of | 1 | 3 |
| Kenya, Republic of | 6 | 19 |
| Liberia, Republic of | 39 | 77 |
| Mexico | 3 | 7 |
| Moldova, Republic of | 1 | 1 |
| Nigeria, Federal Republic of | 2 | 2 |
| Somalia, Democratic Republic of | 4 | 12 |
| Thailand, Kingdom of | 1 | 1 |
| Togo, Republic of | 1 | 1 |
| United States of America | 538 | 1025 |
| Unknown | 648 | 1276 |

| School | #_OSS | OSS_Days |
|----------------------------|--------------|-----------------|
| Basswood Elementary | 3 | 10 |
| Birch Grove Schl For Arts | 39 | 44 |
| Cedar Island Elementary | 2 | 2 |
| Crest View Elementary | 7 | 7 |
| Edinbrook Elementary | 27 | 62 |
| Elm Creek Elementary | 22 | 36 |
| Fair Oaks Elementary | 1 | 1 |
| Garden City Elementary | 20 | 49 |
| Oak View Elementary | 12 | 32 |
| Palmer Lake Elementary | 28 | 62 |
| Park Brook Elementary | 6 | 14 |
| Rice Lake Elementary | 6 | 7 |
| Rush Creek Elementary | 2 | 2 |
| Weaver Lake:Sci,Math,Tech | 4 | 6 |
| Woodland Elementary | 11 | 15 |
| Zanewood Elementary | 19 | 26 |
| Brooklyn Middle School | 154 | 259 |
| Maple Grove Middle School | 174 | 264 |
| North View Ib World School | 105 | 290 |
| Osseo Middle School | 124 | 330 |

| School | #_OSS | OSS_Days |
|----------------------------------|-------|----------|
| Maple Grove Senior High | 48 | 97 |
| Osseo Senior High | 215 | 435 |
| Park Center Ib World School | 238 | 411 |
| Osseo Alc Sr High | 4 | 7 |
| Achieve | 3 | 11 |
| Osseo Secondary Technical Center | 2 | 5 |